REPORT RESUMES

ED 010 676 AC 000 004

ADULT BASIC EDUCATION.
BY- CORNISH, D. JOHN
CANADIAN ASSN. FOR ADULT EDUCATION
FRONTIER COLL., TORONTO (ONTARIO)
CANADIAN DEPT. OF CITIZENSHIP AND IMMIGRATION
PUB DATE 66
EDRS PRICE MF-$0.18 HC-$3.28 82P.

DESCRIPTORS- *ADULT BASIC EDUCATION, *ADULT PROGRAMS, *LEGISLATION, *TEACHING METHODS, *POLICY FORMATION, TORONTO

THIS SEMINAR WAS CONCERNED WITH TECHNIQUES OF BASIC ADULT EDUCATION, BROAD POLICY, AND LEGISLATION. TOPICS OF ADDRESSES INCLUDED CANADIAN FACTS AND FIGURES, FRONTIER COLLEGE, ELLIOT LAKE CENTRE, LEASIDE EDUCATION ASSISTANCE PROJECT, INDIAN AFFAIRS, ADULT EDUCATION IN CALGARY, METROPOLITAN EDUCATIONAL TELEVISION ASSOCIATION, TECHNICAL AND VOCATIONAL TRAINING, PROGRAM 5, THE NEED FOR RESEARCH, AND ADULT DROPOUTS. AN APPENDIX CONTAINS RECOMMENDATIONS OF THE SEMINAR. THIS REPORT WAS PREPARED FOR PRESENTATION AT THE NATIONAL SEMINAR ON ADULT BASIC EDUCATION (TORONTO, MARCH 18-20, 1966). (JA)

ED010676

SEMINAR ON ADULT BASIC EDUCATION

REPORT

ED010676

MARCH 18 - 20, 1966

CANADIAN ASSOCIATION FOR ADULT EDUCATION
THE FRONTIER COLLEGE
in association with
THE TECHNICAL VOCATIONAL TRAINING BRANCH,
DEPARTMENT OF CITIZENSHIP & IMMIGRATION

SEP 20 '68

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

NATIONAL SEMINAR
ON
ADULT BASIC EDUCATION

Toronto

March 18-20, 1966

SEMINAR LEADER: DR. LEE HENNEY

SPONSORS:

The Frontier College
Canadian Association for Adult Education
in association with
The Technical and Vocational Training Branch,
Department of Citizenship & Immigration.

Dr. Donald Theall, chairman
D. John Cornish, report editor

CONTENTS

Page

Canadian Facts and Figures - Edith Adamson 1

Frontier College and others - Eric Robinson 6

Elliot Lake Centre - John Haar 9

Leaside Education Assistance Project - Fred Wise 12

Indian Affairs - Florence O'Neill 17

Adult Education in Calgary - Allen DesChamps 21

META, Television and Education - Arthur Knowles 24

Technical and Vocational Training - Ross Ford 28

Lee Henney 35

Program 5 49

Lee Henney 53

Need for Research 60

Adult Drop-Outs - W.E. Mann 63

***** *****

Appendix A - Recommendation

Appendix B - Registrants

INTRODUCTION

For us, at this early stage of evaluation, the seminar represents three things. First and foremost, it was to our knowledge, the first time people concerned with and to some degree experienced in problems of illiteracy among adults had met from all parts of Canada. While the problem of poverty is a complex one, there can be no doubt that the burden of illiteracy is a major factor or that it is a critical entrance to the associated problems. This truth seemed abundantly or perhaps painfully clear throughout the seminar.

Second, the seminar represented the first of which we hope will be a new period of co-operation between Frontier College and the Canadian Association for Adult Education. The special experience of the staff and Principal of the College, long seen by some as an important but minor therapy in the spectrum of adult education, has suddenly emerged again as ability and knowledge of central importance. Both our organizations are more clearly aware of national interest and specific contributions. We hope that these assets can be far more efficiently concentrated in the future wherever a frontier in basic adult learning is to be found and overcome.

Finally it represented a remarkable combination of timing and the mobilization of interest across space and institutional boundaries. While it is important to emphasize the original initiative of Frontier College and the CAAE, it is equally significant to acknowledge the rapid, nearly instantaneous co-operation of the Training Branch, Department of Citizenship & Immigration, and a number of the Provincial Departments of Education. It is particularly significant when one considers that the Training Branch was itself undergoing the stresses of re-organization.

"Instant" programming may have its disadvantages, but at a time when national conferences are planned two and three years ahead, there is a place for the quick response to the unique and difficult problem, however much it stretches nerves, tires patience and interrupts carefully laid plans. The very challenge being issued in particular by the young about the viability of existing agencies and their resiliency in the face of change, in part centres on the ability to respond quickly and competently at points of needed action. While there are things we would do differently now, and will the next time, nevertheless there is no question in our minds that it was a useful and successful experience.

Why? The first two arguments concerning co-operation and meeting in themselves apply. Secondly it introduced Lee Henney to Canada and we are pleased that he is already booked for return visits. Part of this too is that it allowed us to gain some insight into the nature of the Board for Fundamental Education, an agency which seems to come very close to the combination of flexibility and development that we have sensed the need for in our endeavour. Third, it clarified to some degree what is going on in Canada, to perhaps as important what is not. While we did spend less time on the techniques of basic adult education than we had anticipated, the time spent on broad policy and legislation was very valuable indeed. For one thing we were able to understand what existing legislation is not designed to do, a comprehension that perhaps allows greater mutuality of expectation and less friction. A decided achievement perhaps.

The usual matters of need for information, mutual support and continuous interchange were raised. It is still too soon to say exactly how they will be settled except perhaps to observe that these particular problems need examination and redefinition. At least we all have a clearer notion of what needs to be done and a slight grasp of how to do it. Accomplishing all of it of course depends on more than a conference.

One issue at least deserves special mention. It was heartening that the question of the lack of participation from Quebec was raised by a British Columbian. That in itself we regard as an important development. But it is important that the lack of participation was not a fault of Quebec, nor of the planners. The absence of participants was not a matter of oversight or inadvertence but one of policy. We assumed that the discussion would be more heavily concentrated on technical aspects of language teaching and materials - in English - and concluded that there would not be much to be gained by French-speaking Canadians, however much we could have gained from them. As it turned out, we were wrong about the direction of discussion and wrong in our judgement. But that is far different from inadvertence which in the past has been more often the case. We do hope that the Branch will supply the resources to translate this report into French as the participants recommended and that when similar reports are available from French-Canada they will be made available in Canada.

Over a year ago when John Cornish developed the original report on literacy training for the CAAE he commented on how isolated and lonely the major contributors were. A great many may still be but we hope that the Seminar has provided the first step in reducing this loneliness that cripples and often destroys so many worth while projects.

April 28, 1966 Alan M. Thomas

THE NATIONAL SEMINAR ON ADULT BASIC EDUCATION

PROFESSOR DONALD THEALL; Chairman.

At this moment in our development in history, we are interested in, we have a very deep interest, in the problems that we will be discussing in the next three days. The Seminar is being held under the joint sponsorship of the Training Branch of the Federal Department of Citizenship and Immigration with the cooperation of the Canadian Association for Adult Education and the Frontier College.

This evening we have a series of people interested in various aspects of adult basic education in Canada to speak about aspects of this, and the subject of the evening is entitled "The Canadian Experience."

At the end of the evening we will introduce to you our major resource person and key speaker, Dr. Lee Henney.

Tomorrow, most of the programme will be devoted to the wisdom that Henney will be bringing to us, and the subject in the morning will be the problem of illiteracy and the setting up of adult basic education programs in a community. After lunch, the discussion will be devoted to teacher training, followed by a reception and dinner, and in the evening between 9:30 and 10:30, 2 films will be shown. In addition to the films on Saturday evening, there will also, for those of you who are interested, be a special discussion of research into the problems of the adult illiterate,chaired by Mr. John Haar. On Sunday morning, between 10:00 to 12:30,there will be a discussion on methods and evaluation of literacy programs, and in the afternoon, a series of discussion groups on the subject of tackling adult basic education as a national problem.

During the course of the Seminar, and especially on Sunday evening, Dr. Henney will be available for consultation and discussion, and any of you that wish to make appointments with him from 4:30 on Sunday and for the evenings will be most welcome to do so.

I think in this kind of working seminar, it is really rather odious to go into long discussions and self-congratulations before one starts.We want to save this for the finish of the programme. Therefore I'd like to introduce our first speaker for this evening, Mrs. Edith Adamson, who is from the Dominion Bureau of Statistics, and who will speak about statistics on illiteracy by province and region across Canada. Her subject therefore, is to introduce to us facts and figures, and I'd like now to introduce Mrs. Edith Adamson, Chief of the Adult Education Division of the Dominion Bureau of Statistics.

MRS. EDITH ADAMSON;"Canadian Facts and Figures"

Mr. Chairman, ladies and gentlemen.

My task this evening was to talk about measuring the need for adult basic education, and what facts and figures could be used. It was assigned on the basis of several assumptions which you may also hold, the validity of which though, may be open to question. The first is that education is a good thing, and the more that an individual has, the better for him in society.

And the second assumption is that the individual needs the equivalent of at least four years' elementary schooling in order to be able to benefit from vocational training and function effectively as a member of the labour force, his family, and as a citizen in a democratic society. You will recognize this as based on the UNESCO definition. Basic education meets this need.

Years of Education equals years of schooling, as reported by individuals in the census of 1961. The education questions on the 1961 census asked the respondent to state the highest grade or year of schooling ever attended. The answers fell into the following categories: No schooling, kindergarten, elementary grades 1 to 4, elementary grades 5 and so forth. I won't go any higher, because we are concerned with the lower grades. Information on all those persons 15 years of age and over not attending school at the time of the census, was compiled for the first three categories for this evening's presentation: Those who reported no schooling, those who reported kindergarten only, and those who reported 1 to 4 years of elementary schooling only. In 1961, there were 1,024,785 of these people, young and adult, who reported no schooling and no more than 4 grades. This is the figure which reached the headlines in December, 1965 as "one million illiterates," at the time of the conference on poverty in Ottawa.

This phrase is misleading for several reasons. These individuals gave a simple answer to a simple question on level of schooling. They did not fail a literacy test, since none was administered. No question was asked about out-of-school education, self-directed or otherwise. Although the use of the term 'illiterate' is deplorable, the headline writers are simply making the same assumption as we did at the beginning of this paper, and should be credited with drawing attention to the paradox in our society, where free compulsory education to age 16 is assumed to mean at least the completion of elementary schooling, for all.

In the past two weeks, all the available census data has been compiled on these persons with a maximum of four years' schooling. The additional information, statistical though it is, may help us to see them as individuals with varied characteristics and backgrounds, achievements and needs.

Typical examples: First of all, let's make a sketch of two typical Canadians who reported no more than four years' schooling. The man (and slightly more than half were men) is 55 years of age; he was born in Canada, and he lived in a centre of over 1,000 population. If he was English-speaking, he lived in Ontario, or if he was French-speaking, he lived in Quebec. By occupation he worked in a construction trade, and he earned an average of $2,389.00 a year. Although specific data on housing, marital status and children are not available, it is probable that he was married to someone with similar schooling and had three children who did not continue in school beyond the age of compulsory schooling.

The typical woman with limited education was 54 years of age; she lived in a center of 1,000 population or larger; she was English-speaking and lived in Ontario, or was French-speaking and lived in Quebec, and was Canadian born. She was not a member of the labour force and had no income of her own. She was probably married to someone with similar schooling, and had three children who did not attend school beyond the age of compulsory education.

However, since I am inclined to agree with the sage who said that all generalizations are false, including this one, I found myself fascinated by some of the typical characteristics revealed in the statistics on those of limited education. Galbraith pointed out in 'The Affluent Society' that averages tend to decrease visibility, and help to conceal the extremes of poverty and wealth. Similarly, the averages used in the illustrations above tend to create sterotypes which conceal the rich variety possible in individuals. Since, at the point of teaching, you are concerned with individuals, you may be interested in some of the facts about less than average persons with limited schooling through observation.

Young Persons: There were 109,000 young persons between the age of 15 and 30 years of age not at school, with no more than four year's schooling in 1961, according to the census. As far as can be ascertained, no public funds were spent on the education of these young people in that year. During the same year there were 113,857 full time university students in Canada, and the taxpayers spent, through various levels of government, a total of more than 200 million dollars on university education in that year, or over $1,800.00 per full time student.

The Labour Force: This will give you some picture of the area, which I am not going to discuss in detail. Now, the labour force. There were 18,022 persons with no more than four years' schooling engaged in managerial, professional and technical applications. The majority were managers and owners of manufacturing, construction, wholesaleing, retail and personal service industries. A few were practical nurses, religious workers, artists, and even teachers who reported no more than four grades of schooling.

Although the average annual wage and salary income of the non-farm population in the labour force with no more than four years' schooling was $2,389.00 per man and $1,268.00 for those women who had jobs, there were 10,649 persons with this level of schooling who reported earnings of more than $5,000. in 1961. More than one-third of the total population 15 years and over, with four years or less schooling, or 367,550 were women not in the labour force.

More than one-third of these people who were not in the labour force and who had only four grades of schooling, were women, and 40% of them were between and 54 years of age, probably housewives caring for children. The implications of this are probably familiar to you. There have been numerous studies of underprivileged children which demonstrated positive correlations between the level of schooling in mothers, and the educational aspirations and achievements of their children. The other 60% of these women who are 55 years or older, are unlikely to enter the labour force, and many could expect to exist for another 15 or 20 years on welfare, or on Old Age Assistance. At the same time, the census data revealed 216,109 men not in the labour force with no schooling, or one to four years only. 73% of these men were 55 years of age or over, and many of them could look forward only to the same bleak existence as the women of the same educational level. These people are apt to be lost sight of in our current concern with education as a factor in economic development, and the need to upgrade the educational qualifications of the labour force. Yet their educational needs to assist them to achieve more satisfying personal lives, and to participate more fully in society as citizens, should be kept in mind.

Indians and Eskimos: We have a few figures on the native people of Canada. Canadian-born Indians and Eskimos 15 years of age and over with no schooling or grades 1 to 4, represented only 5% of our total million group, as there are only 53,775 of them. Yet their plight has been more miserable, partly because they live in more complicated groupings than many others with limited education, and partly because their educational opportunities have been much more limited than those of other Canadians. When we compare Indians with the total population by educational levels, we find that 43.7% of the Indians 15 years of age and over had no schooling, or elementary grades 1 to 4 only, compared with 9.3% in the total population. More than 90% of Eskimos 15 and over were in this group too. The increase in opportunities for Indians and Eskimos in recent years have concentrated on bringing their young people into the educational mainstream. Education opportunities extend to adults, which show respect for the cultural heritage of the native people, will help to raise the economic standard of living and enrich our entire culture.

New Canadians: Then we come to the non-Canadian born. The non-Canadian born 15 years of age and over with no schooling, or grades 1 to 4 numbered 356,643, or 25% of our million, a nice neat figure. This does not include those from Britain or France because they did not arrive in Canada with a language handicap, and there may be a few other English-speaking or French-speaking countries who should be deducted from the total. Almost 63% of the non-Canadian born with no more than 4 grades of schooling immigrated before 1931, and just 28.9% arrived between 1951 and 1961. Those providing adult basic education for the foreign-born may wish to compare data on their students by period of immigration to measure the extent to which needs are being met.

Role of Library: Before I close, I would like to say a word about a subject which is dear to my heart - the role of the library in basic adult education. Public libraries should provide supplementary reading material with adult interests, appropriately written, to give the adult that is beginning to read both practise and encouragement. This is a new area for libraries in Canada, of which they are just becoming aware, and you can help them to serve this need by approaching them directly. Ask the librarian of your local public library to set up a display of suitable materials for your class , so that you may take them to the library for a visit. Give the librarian plenty of notice because the chances are, the books will have to be bought. You may even have to point out to her that a list of such materials, prepared by the Reading Improvement for Adults Committee of the American Library Association was published in the September, 1965 issue of the Library Bulletin. The Committee, of which I am a member, is running a workshop on July 8th and 9th in New York City before the American Library Association's annual conference, to evaluate more material, so there will be more available, more titles. Similarly, the Canadian Library Association is having a meeting in Calgary of their annual conference in June, on the role of libraries in this field, to be addressed by David Woodsworth, of the Canadian Welfare Council. Anyway, keep in touch with your public librarian. You can help each other to meet the needs of adults with limited education.

To sum up, what shall we do with these assorted facts and figures? The main purpose in bringing them together was to provide you who are already aware of needs in the field of adult basic education with more information on the characteristics of those with whom you work, and the overall dimensions of the field. It is hoped that they will be useful to you in impressing others with the need. You are here primarily to learn more about appropriate teaching materials and techniques for use in adult basic programs. I suggest that you regard the statistics as merely indicators of need and continue to see the field as one of challenge to educators and librarians, to provide opportunities for individual adults with limited educations.

PROF. THEALL:

Our next two speakers will, after this introduction of facts and figures, address themselves to two particular projects and solutions in the area of adult basic education currently going on in the Canadian scene. The first of these will be Mr. Eric Robinson who is Principal of Frontier College. Mr. Robinson is a graduate of McGill University, has his Master's degree from McGill, and was a teacher for three years in Montreal. But perhaps the most remarkable thing is that, like most of the members of the Frontier College project that he represents, he came to his eminence as Principal of Frontier College through that extremely arduous activity of having served as one of its very dedicated teachers out in the camps for three or four years.

MR. ERIC ROBINSON: Principal, The Frontier College

Mr. Chairman, ladies and Gentlemen: The Frontier College conducts its adult educational activities in the mining, logging and construction camps and on railway gangs across Canada. This is among the steel workers, the lumber workers, the mine, mill and smelter, not in good ... with the Canadian Labour Congress, with the Maintenance of Way, we have waiving of seniority rights and of course, cooperation from labour. Management, of course, hires our men, and are important. The fact that each of our instructors is a labour teacher is an important factor in the adult educational work we do. The governing Board is made up of business and labour leaders, and the head office is in Toronto.

Now, the largest population of the men living in the camps by far and large, are literate, are men who can communicate through the written word, who read and write well. In the bigger camps, with good roads going in, you will find men who read the daily papers. They get them and they make it their business to read them, and are well-informed. By far the largest population of the men in the camps are literate, but to a degree probably substantially greater than the normal population, there are men who cannot communicate through the written word; they are untrainable, classifiable as untrainable. This group is of two categories. They are not easily measurable. You can't even find them. It took till 1961 for Mrs. Adamson to find her figures. That's probably as close a reporting as we've ever had in Canada. The States is somewhere in that behind-the-times state too. They don't lend themselves to measurement in any way, do they?

There's a story of the young instructor who was walking down the track one day, and the fellow came up to him and said, "You think you're pretty smart, eh? I got 95 in one of them there I.Q. tests. Not many gets 100 in them." They don't understand measurement. Nevertheless, there are two categories and I'll just mention them because they are often confused, and in our estimation, it is very important that they not be confused.

In the first group is that man or woman who is conditioned by failure. He is a failure in life. He's failed many times, and there is some good reason to believe that maybe he's no good. He has often been unemployed, sometimes for very very long periods. His Dad may have been unemployed in the Dirty Thirties; maybe it goes back further than that. He will have been used to rejection; he's got certain kinds of defenses, but generally speaking, he's superficially malleable because he dosen't fight anybody, and he dosen't irritate too many, and he's part of the great, unwashed "culturally deprived". Now, we tend to spend most of our time on this category of person.

If I could just mention the second category of person we meet in the camps. In the second category is that man who is not conditioned by failure, but he's conditioned by success. He's been really successful. He's a highly skilled miner or a logger; he's used to making a lot of money for his company, because he gets that old log drive down the river, and is a key figure. And he comes along behind the drive with the sweep, 'la swip' in Quebec, and pulls the logs off the shore, and he has to know what he's doing. In the mines, he can go right up to the face of the mine, make a lot of fat profits for his boss, and he makes good profits for himself, and he's in demand.

Now, such a man is different from the man conditioned by failure because he dosen't like to recognize he has a serious lack in his life, and he needs people. The adult educator comes along, and he needs the adult educator, you and me, like he needs a hole in the head. He doesn't need us at all. He has good pay, good conditions for himself, and he knows just where he's going.

Along comes mechanization; the mines aren't hit too hard at this stage by mechanization, automation, in fact they need men badly. Any miner can get a job anywhere, anytime. The logging industry is different; they are hurt badly there. One-third fewer loggers turn out twice as much timber nowadays, as ten years ago. Papers have been written showing unequivacally that there will be no logs touched by human hands by 1970. He's in trouble, the logger. He's spent his time in the bush. He's been unexposed to the normal cultural influences of home, school, church, family, a normal life as you and I may think of it, and so he doesn't have the goals, the incentive, a wife prodding him. He hasn't got that you see, and consequently, he finds now that there's a period in his life when he's unemployed.

This hurts; it's not just seasonal unemployment, because he knows that the logging season ends, but he goes on and he fills in somewhere else. He's a swashbuckling hero type and he's not worried about employment but, suddenly at a time when he is expected to be employed there are no jobs. This hurts more than you and I can ever imagine, and shock comes on. But he's not going to tell any punk teacher that he needs him at this stage. Now, there comes a time when he must **break** . Everybody has a breaking point, and he's going to break soon.

Now, all I'm saying is that we tend to lump all these two categories together into an amorphous mass, and the morass of problems that we create for ourselves result in class dropouts, irritation, frustration, and so forth. Let us sometimes think of this second category of person. Lots will be said about the first category.

Now, Frontier College has a peculiarly useful method of dealing with such men. It's an indigenous method. Each instructor is a labourer teacher and works alongside the men he seeks to help. This is an approach to the problem which happens, by luck, to be peculiarly suited to the needs of the country today. It would be wrong to say that all white collar teachers should suddenly go out and roll up their sleeves and be labourers. This is not what's suggested. But the approach is needed. You have to be very, very close indeed, to your person who is culturally disadvantaged, culturally deprived, not part of the normal spectrum of society, if you're going to bring these people into classes.

The approach is that of the imaginative Company of Young Canadians we are dealing with today, where the aim is to reach the person in need indigenously, to break down the barrier between the middle class, as we say, and the great,unwashed separated group. The Canadian University Service Overseas is another attempt. You don't just start sending out directors from Toronto or Ottawa. You go out and meet them in their habitat.

We did experiment successfully with this group in 1963 to try to use the knowledge we had, the experience we had, in another arena. We found, as many others found, that this class of person tends to be relegated to a welfare problem. We suggested, as many other have, we aren't unique of course, that they are not just welfare cases; and we gathered together 20 such men. They selected themselves. We just went out and levelled with them: Are you interested in spending two months in a residential adult education course; and in the north of Ontario we found that [illegible] had only one dropout out of the twenty in two months.

The normal rule of thumb is that the lower you go down on the scale of academic background, the more dropouts. So, below grade 7, it's understandable that the administrator might say, below grade 7 is not even worth trying, because at the grade 7 level in that area, it's about 50 to 60% dropouts in 1963. We had no dropouts...one dropout two weeks ago due to eyestrain. We are just trying to demonstrate that by getting close to the person, through the various methods that will come out over the next couple of days, and which others of course have tried before us, that they would not drop out. Thank you very much.

PROFESSOR THEALL:

I might mention to you that tomorrow evening in the film program one of films will be an exceptionally fine N.F.B. film on Frontier College. Those that are interested in further information about the College might enjoy it at that time. The Frontier College is one of our oldest, adult basic education programs. One of the newest of these and one of the very exciting new ones is at the Center for Continuing Education at Elliot Lake.

The next speaker on our program brings a very varied background to his adult education work; John Haar is a post-graduate from the University of British Columbia, who served for a considerable period of time on the staff of the University of British Columbia, and then was Assistant Director of the Banff School of Fine Arts. You probably also will recognize him as the television personality of an extremely fine Observer program that was done on the project that he now directs; he is .....a director of the new Centre for Continuing Education in Elliot Lake which involves literacy education programs, vocational programs, art programs, display, labour, and management sessions, and which houses one of our most exciting adult basic education programs. So now to speak on the subject of the residential adult education program and illiteracy, I'd like to introduce Mr. John Haar.

MR. JOHN HAAR: Director, Elliot Lake Centre For Continuing Education

I was told in general terms to refer back to the basic education project which we are doing, and which we are very involved with, and I'd like to put it in a series of questions. First of all, with whom are we dealing; why, and How? What do we think the needs are, and then if we can get around to the assertive side some of the results we have come to recognize.

First of all, the students that come to us range in age from 17 to 67. Some have been out of school a year or two; one distinguished student last was in school in 1911. In case you have any doubt, that was before I was born. They are, I think in general, people who have missed the boat educationally, through their own faults, or through the system's fault, or through circumstances over which neither the system nor they had any control.

Their ethnic background is as varied as most Canadians'. 60% of our students are Indians. They contain a number of probationers who have already had the misfortune of being on the wrong side of society. They are married and single, some of them married and have as many as 6 or 7 children. They have a sporadic record of employment, ranging from a total of 3 weeks to as many as 10 different employers over the lifespan which they've lived. They are "referrees" to us, that is they are volunteers through an agency, either Indian Affairs or the National Employment Service. They are recipients of Program 5 funds for the duration of the time they are on course with us.

And what are we doing with them or why? This is an endeavour to upgrade them academically. I would venture to say that on the average, some 15% can neither read nor write in any form of language, whether that's English, French or Cree or Ojibway. Our task firstly, is to win their confidence through the teacher, whom we prefer to call a teacher - counsellor; these students are very quick to size up the effectiveness of the individual who is there to lead them, and will make no bones to us about their assessment within two weeks, whether or not this individual is genuinely concerned with them as human beings. If a teacher cannot gain this confidence, it dosen't matter whether he stays three months, he's not going to achieve very much with them; and in fact, can force them out of the program through their own choice.

We try and bring them to a position of self-respect, through re-establishing their confidence, and when we have reached this stage, then I think education in a formal sense is possible. We have encountered as many psychological and sociological problems, I guess, as most textbooks ever contained. And I would think that anybody venturing into this field, including us, should have a good psychiatrist at hand, and a psychologist, because most of the problems are not educational in many cases. They are sociological or psychological.

Now, we follow a technique which is called elbow teaching. This doesn't mean that you sit down in the pub and drink with them, although we don't argue about that if they're old enough, but a teaching technique of individual approach, starting, as all adult educators know, from where the student is, not where the educator thinks he should be. This means that we have to be harsh on occasion, in relegating students who tell us they have grade 6, when in fact what they mean is that they have been to a formal school for 6 years. But the standard and the length of time in school do not necessarily jibe at all. And so the first task is have a man admit that the limited knowledge that he possesses, or the standard that he possesses, is in itself, false, and he must re-assess his position, and start at a lower level. Of course, you don't have that problem with a man who is 58 years of age, and never been in school in his life. He's willing to admit that he has nothing but good common sense probably.

We try a variety of teaching techniques; we are not sure that we have the right ones; in fact, I happen to think this is one of the great areas of research that is required. We are going to start in the next program, the introduction of progammed learning to see how effective this might be for us. What is needed, I think, in this program, is a special kind of teacher, with human qualities, a recognition that, often, to solve academic problems you must be prepared to provide a balanced program of recreation which will permit the individual to regain his confidence through other media. A boy who can carve better than anybody else in the class will gain a prestige among his fellow students which he cannot hope to gain through educational or academic standards. Once he starts to feel part of this process, once he starts to gain confidence, you can build from this back into the academic process. The recreation may be basketball, carving, painting, or whatever craft you wish to introduce. We like to have them play sports, because that ensures they're good and tired, before they come in to wreck the place.

I think we have to recognize that not all students are retainable. I suppose you could teach an individual almost anything if you had sufficient time and energy and resources to do this. But in our system where we are expected to produce certain results, it is important that we recognize that some of the students are going to hold back the program, because they are not capable of keeping up with it, or do not have the intellectual capacity to progress any further, as we see it.

I think also we owe it to the student to ensure that the academic standard which we assign to him is a legitimate one that can stand up to measurement anywhere in the society. It is unfair to assign to a class of men a grade of grade 7 or 6 or whatever which permits them to enter some other program of training, if in fact they do not have that standard, because the moment they are away from us they are going to be subjected to the testing media outside of our institution. So it behooves us to make sure that if we say they are grade 8 equivalent, they can go to any school, whether it's Toronto or Kenora or Vancouver of Halifax, and have that.

The other is that in the program must be a manageable series of yardsticks of measurement, not for the sake of the teachers, but for the sake of the student. Men who have not been overly endowed with successes must have small steps to which they can cling and build. When a man moves from Grade 4 arithmetic book to grade 5, he will let you know that he has made the step, because it is a measurable yardstick for him. And he has to have many of these, so that you can start to move him back to a position where he no longer required the crutch of measurement.

We have had almost nine months of such programs. We do them in three-month batches. To date, 15 to 22 percent of our students go on to other institutions, or complete Grade 8, or go into employment. 50 to 55 percent of the students are returnees to our program. They are only returnees if they are making progress. That is one of the administrative difficulties we have to meet. But the decision rests with us. We have taken students back who have started at Grade 5 and three months later, are still at Grade 5, if we think this individual has made progress: not progress in accordance with the measurement of grades, but himself in his efforts, if he has moved forward from what he was when he came to us.

20% of the students are dropouts, and some 10% of the students I call the force-outs. Like all educators, I also commit the crime of forcing students out of a formal system. The force-out is the student that we have to assess in terms of his impact on the rest of the class. We are engrossed in the total educational process with our students from how to flush a toilet, to what is a car, to please say yes and thank you, and take your hat off in the dining room, and this is how you count money, if you get any. These facts are all woven together to help us assess whether this individual is serious about this educational opportunity or not. We have a responsibility as educators to distinguish between welfare and education. And it will be an abuse of educational dollars if we become the victim of a convenient location to place welfare cases. Now, I think I've covered most of this; if any of you are interested in a lot of hard work sometime, we'd be glad to recruit you. Thank you very much.

PROFESSOR THEALL:

Our next speaker, is Mr. Fred Wise, manager of Industrial Relations for Sangamo Company Ltd. of Leaside. And he will be speaking on one of the programs bringing together labour, management, and government under the Dominion-Provincial Agreements: the Leaside Educational Assistance project.

MR. FRED WISE: The Leaside Education Assistance Project

Mr. Chairman, ladies and gentlemen. It's a pleasure to be here and participate with you. Why should a Company pay employees to go to school during working hours, to learn basic secondary school subjects, namely, English, Mathematics and Physical Science? The answer is simply, it's sound business management, and for these reasons: Basic education of both blue collar and white collar employees is below present industrial requirements. 45% of our factory employees have Grade 8 and lower. (We do not go as low as has been indicated by the seminar's theme area however.) This is an actual survey taken in our own plant, but we do go at least to Grade 6. 21% of our office employees have Grade 8 only. Only 7% of our factory employees have Grade 12, and 41% of our staff people have Grade 12 to university degrees. This survey was taken in January, 1962.

Unskilled factory jobs requiring Grade 8 education are rapidly decreasing. In the span of 10 years between 1951 and 1961 in our company we have had 41% reduction in the number of unskilled jobs. The ratio of trained staff jobs to factory jobs is increasing; in 1953, there was one staff employee to every 3.7 factory employee. Ten years later, in 1963 we have 1 to every 2.1 factory employees, and I think that is still increasing. I do not have later facts. Now, in a total force of 1,000 employees this could mean that you would have 110 fewer factory jobs for unskilled people and 110 more staff jobs. It happens gradually.

Out of 42 job opportunities posted in our company between 1962 and 1965, 24 required grade 10 basic education, 12 required grade 12 basic education, and only 6 required grade 8. Eight of the 12 jobs requiring grade 12 were salary paid, and the other four were skilled factory jobs requiring grade 12 plus a form of apprenticeship. We now have four job opportunities requiring grade 12 basic education. Two are salary paid. One a laboratory technician in the engineering division, one a draftsman, intermediate class. Two are hourly paid; one for a tool and die maker; the other a maintenance electrician.

Basic education is a prerequisite to specialized training; we cannot continue as we have been doing for many years, to promote employees to technical or clerical supervisory jobs or to skilled trades with a grade 8 basic education. It is a waste of time and money to give specialized training, without the required basic education.

Now, what about LEAP

How did it come into existence, and the answer is, there is a need, an urgent necessity, to upgrade the education of adults, and a part of this need is being fulfilled by LEAP, which is a cooperative endeavour, developed from an idea in 1961 to a proven, and a continuing and an expanding project.

Various groups of people actively participated in the planning and operation of LEAP. In industry, the original three companies who participated were Phillips Electronics Industries, Honeywell Control and the Sangamo Company in Leaside. We also have marvellous support and interest from government, at Federal, Provincial and at municipal levels. And very definitely from education: The Ontario Department of Education, the Leaside

Board of Education, and the Leaside High School.

The cost of the project is shared under Program 4, the federal and provincial governments pay teachers' salaries, classroom equipment and supplies, and classroom maintenance. Each company pays the employees' wages, or salary and we have both blue collar and white collar people attending, while in the classroom during working hours. Each student pays the cost of text books. The Leaside Board of Education donated a two-classroom portable from one of the public schools, and this has been moved to the property at Phillips, and we have a permanent set-up there now. This was a real problem with us initially. We had rented space in office quarters for a while and we moved into a small conference room. Finally, we were able to get a permanent location.

LEAP is a tested and expanding project. The initial grade 9 class started three years ago, and successfully completed Grade 12 in the three basic subjects in 18 months in the classroom. We do not attend classroom during the Christmas week, or during the two months in the summer when secondary schools are closed. In this class, we had three hours a day, that was from 3:00 until 6:00 five days a week, Monday through Friday, and this was a class of 30 students, 10 from each company. A second grade 9 class started just over a year ago, and will complete Grade 12 next June. They have already passed their Grade 11 examinations which were set by the Department of Education. Employees with E.S, & A Robinson, and Corning Glass joined this class. A third grade 9 class started last October, and will complete Grade 10 level next June. They have passed their Grade 9 examinations.

This is requiring a little longer, because we found that we, in order to allow people to go to this class, without too much interruption in the production especially where there was line functions, line operations in the plant, that we had to reduce the hours per day and extend the period. So we are now attending from 4:00 o'clock in the afternoon until 6:00 o'clock. And this will take longer to cover the subject matter. Employees from Canada Wire and Cable, and Javex Domtar Division, joined the class, this last class. About 80% of the students are successful. Out of 13 from our own company's initial class, we had 8 pass Grade 12 examinations, in the three subjects, one passed Grade 11, and left the company, so that he did not continue. One passed Grade 10, he stayed, and 2 passed Grade 9 and one of these left the company. One withdrew from Grade 9 due to poor health. This was a lady, and she did work very hard, so hard that she felt very conscientious about it and was letting down one of our teachers, in her opinion, an English teacher. Her health was about to break, and we presuaded her to leave the class.

These results are typical of the whole class, and not just for the group from our company. About 70% of the students now have skilled jobs. Out of the 13 Sangamo employees in the initial class, 5 have promoted, three from the factory; one was a polisher-buffer; he has gone to Sales Order clerk; one was a meter assembler, who has gone to Sales Order clerk, one a storekeeper; he's an Expediter-Planner, and two were from the office, junior cost accountant went to Systems and Data Processing and just this week, he has left our company to take an office manager's job with another company. Four have skilled trades; they had skilled trades before, and this education will assist them in their skill trades; one an electronics technician, one a tool and die maker, and one a job boss. Two are continuing in their same semi-skilled occupations, and two have resigned from the company.

The need to promote employees occurs before the basic training is completed. Let's take a look at an actual case example. Last June 23 we posted the following job vacancy in the plant: Senior technician, motor engineering lab; education - knowledge of the principles of electricity, including circuits, control mechanisms, use of drawings and wiring diagrams; familiar with electrical test equipment and elementary design; equivalent of four years' high school plus four years trades training; this is how we evaluate this job. Seven long-service male employees applied. Three had Grade 12 education, one was an electronics technician, one a machinist, and one an electrical tester, inspector and job boss on one of our products. One had grade 10 education, he was a stockkeeper-leader, formerly, and tester and repairman. Three had grade 8 education - a repairman-inspector, an assembler, and an electrical tester-inspector leader. The electrical tester with the Grade 12 education got the job, and is presently being promoted to Product Service Supervisor, Marketing Division.

Now this created a vacancy again, in very short order. He is being replaced by an employee, 46 years of age, with 27 years of service. The last 10 years he was a job boss in detail assembly work, no connection with this electrical testing, who will complete Grade 12 in LEAP next June. We couldn't wait until he was finished. He's well above average ability: in his Grade 10 marks, he had Mathematics 96, English 78, and Physics 98.

Of course there are major administrative problems, appraising the employees' motivation; we find this is the most difficult. A typical motivated employee is 25 to 45 years of age, although we have had men up to 50 years of age in the class; he is married; two to three children, he has been 5 years, sometimes up to 20 years with the company; he wants advancement, but realizes he must have more education to get it; both he and his wife are willing to forego other activities for home study. We find that the wife is very important, the wife's attitude and interest, is very important.

The typical employee without sufficient drive is 18 to 25 years of age, he is single, he is living in rooms or with his parents at home, and his average ability, he dropped out of grade 9 or 10, in day school, and he is still not willing to give up some of his activites for home study.

Each applicant makes a written application; is interviewed and tested, using a simple ability test; is requested to carefully consider the cost to him; it's going to cost him 10 hours per week in the classroom, and at least another 10 hours of home study; is questioned about his wife's interest; and is told that the results will be recorded in his personnel file, favourable or otherwise. He is approved by his foreman or office manager. Assessing the employee's ability to learn is the next problem. Interviews, personnel records, and testing, (we find that in a simple 12 minute test where we have a score of about 15 or lower), in the classroom where this has been tried that these people have considerable difficulty getting beyond Grade 9 or 10.

Motivation, of course, is a big factor too. If we have a score of about 20 to 25 on this test, we find this is about average, and we find that they can pass Grade 12 subjects with a very good average, better than average marks. With a high score, and we do find high scores with our blue collar people just as we do with white collar people; we've had a score as high as 40 on this test, where the average of about four years of college tests was 28.5, so there are people with ability, a range of ability, in the factory the same as in the office. We have tested factory employees and found scores of 35 and 40.

Now, getting employees to realize and accept the necessity of a basic education. In the three years of its operation, Sangamo has never had a waiting list of applicants. Many employees with ability are not willing to forego social and recreational activities. The self-discipline required to obtain a better education is not readily accepted. Sometimes a secret fear of failure prevents the employee from trying. Sometimes satisfaction with their present job, and relatively high rates of pay compared to what we saw in Mrs. Adamson's statistics, and an unwillingness to accept the fact that automation may change it, forestall application to LEAP.

You remember the senior technician in the motor enginnering lab that I spoke about? The other employee who had electrical testing and inspection would be an excellent prospect for this job. He **has** all the technical background that we need, relative to the practical testing work, testing and inspection. He is 43 years of age, he is married, he has two children, he has 25 years' service with the company, including overseas in the armed services, he is an experienced tester, inspector, repairman on the product. He is presently a leader in his occupation, he has average ability on his test, and is quite capable of learning at least Grade 12 level. He has an excellent background for the job vacancy, except his low basic education, which is grade 8. In an interview last July 2, I made it quite clear to him that he cannot expect further promotion unless he improved his basic education. I suggested he make application to LEAP when the last grade 9 class commenced on October 25th. He didn't do so. I spoke to him again when the same job opportunity occurred. His problem is typical of many employees. He is quite satisfied with his present job and is continuing at it.

Now, in spite of the problems, management must continue to give leadership in employee education. Let's look at the alternative from an economic viewpoint. For years an expansion of training facilities for skilled tradesmen has been needed. Take tool and die makers, for instance. The need for these top skilled men has continued for the past 25 years. Some companies, including our own, maintained apprentice training programs, but it did not meet the need in Canada or the United States, and our **company** have been losing men. One of the companies in LEAP recently settled a two year wage agreement April 1, that goes into effect this year, 31¢ an hour increase the first year, 17¢ an hour increase the second year; they were not a low-paid company. They are simply bringing their rates equal to the present community average, not any higher than the present community average. We either lose men that we can't replace, or approach the union with an offer of a further wage increase during the term of the agreement. We have taken the latter course with a further 5%/14¢ an hour hike in wages.

Wouldn't it have been good management for the metal working industry in Ontario in cooperation with the Ontario Government, Labour and Education departments, to face this problem squarely at least 10 years ago, and solve it through training. This would mean basic training, as well as specialized training. Thank you indeed for your sincere interest in this project.

DR. FLORENCE O'NEILL - Director of Adult Education - Indian Affairs Branch

A few words about adult basic education in Indian communities. We've been talking all day about adult education one way or another; we're going to talk all day tomorrow, and we have quite an authority here with us, and many people who are much more experienced. I could talk about Newfoundland. I could sit down immediately and call on one of the members of the group here, and ask him to tell about the Center, of the group of over 1,000 adults from all walks of life in a period of one year, who come from far and wide, and got jobs doing anything at all, so they could live and eat, so that they could go to the Adult Education Center. And from that Center have come lawyers, doctors, architects, housewives, stenos and the like. I am absolutely convinced that it is possible to go into a community where there is dearth of interest, where motivation is low, and as one of the gentlemen, one of the speakers said here tonight, if you're a real person, and if you sincerely mean what you say, what you want to do, if you really believe in adult education, if you want to help people and have confidence in what you're doing, that you can stimulate interest, motivate people, so that they will progress from zero education to finishing high school, or on to university if they so desire.

Well, with that faith in adult basic education, we in 1964 drew up a little plan, quite a simple little thing, ordinary English, called "Basic Education for Social Transition" a plan of adult education for Indian communities. And that was in August '64. And if you bear with me, I will run through the objectives, and then discuss how we've tried to do it and what we've done to date.

Objectives are: to teach basic language and computational skills; to prepare students for vocational training; to raise the academic levels of the on-reserve adult population in Indian communities; to promote the basic principles and practices of health, nutrition, sanitation, home making and child development; to provide the Indian population with information relative to their cultural heritage; to help the Indian people gain an awareness of those cultural influences upon which their elevation to self-sufficiency depends; to motivate the Indian population to an appreciation of the values and the value system predominating in our society; to strengthen the home as the primary agent of education, so that it becomes truly supportive of what the school is trying to do, encouraging parents and teachers to better understand themselves as they relate to each other, and to their children; to provide opportunities for parent education; to lessen the ill effects of imbalance in the family resulting from reversal of roles, whereby the educated children assume the functions of the parents.

That last one I think I should explain. Many of our Indian children go off to residential schools. I'm not speaking for Federal government when I say they are nothing more or less than glorified orphanages; I mean any residential school. If a child is taken from its home at a very tender age, and if they are there a long long time, and this has to be so; if they come in from the north, and(it's the only way they can get some education in many cases), when they come back to the families and they no longer speak their native tongue, and they are used to white man's ways, and they are not prepared or equipped to live in their own community, there is an imbalance.

In 1965 we decided that we would try to locate between 7 and 9 adult education teachers, and that we would set up pilot projects in adult basic education. Those teachers have received an orientation training program, of about two weeks, will go out into specific Indian communities, and there try to implement the program, a grass roots program, and from these kinds of projects we had hoped that a basic pattern would emerge which would be flexible yet fixed and provide us with the ammunition to develop an expanding program on a sound basis.

What happened? We realized that Ottawa can't run anything, that programs must be decentralized. You can give guide lines but you can't sit in a chair in Ottawa and tell people what to do and how to do it. We know that. So the regions recruit staff. We had seven, now reduced to four. It's been a useful period of operation really.

Those four teachers went out, two of them, as directors,and two to do it at the grass roots level. In British Columbia, the person who was an adult education teacher at large has succeeded in initiating, stimulating and getting organized 27 adult basic education programs, involving 7 agencies and 37 teachers employed on a part time basis, with total population of students between 700 and 800. We think that's a good beginning. In Alberta, the teacher is an area teacher, developing and initiating programs at the agency level. Reports indicate that she's doing an extremely fine job.

But, to get back to the training, we believe that an adult education program on the reserve should be based on the needs and interests of the people, that you begin at the line of least resistance where the people are. We do have a training program. Our big problem was to find teachers, people willing to be employed as adult education teachers who had the personality, the genuine love of people, the sensitivity, the desire to do a job whom we could in our very humble way give some directives to, some guidelines to a brief orientation program.

Next big problem was where do we get materials? You know, we had a letter from one of the regions, I won't name which one, but this teacher wrote in and she said, look, is there anything about adult education anywhere in the whole of Canada? We read about it, but we have a group of 30 or 40 people, and they want books geared to their interests. They don't want to read about Mary having a little lamb. You know? Maybe they might learn about how Mary could raise a baby, yes, but they didn't want to learn about Jack and Jill. So we want materials geared to our local interests. I couldn't find any in Canada. If you have any bring them along, and we'll be glad to use them. I think there are some being developed right now, which is interesting.

In the U.S.A. just about everyone who writes anything is on the bandwagon writing literacy materials, basic materials. Why? Good market. One hundred million dollars from Washington and those people want to make money, those writers and people. Anyway, a lot of materials are being developed, and we looked at them, we analyzed them, and so on. So we had a big table full of them at our conference. We evaluated them, and I went down to North Carolina. Never felt more at home in my life. They're just wonderful people, just like Newfoundlanders. Different accent. And I came back with a few good ideas. In fact, an injection of penicillin that has stood me from then till now, and I'm getting another one now because this Dr. Heeney, you know, he isn't bad salt either, you know. I didn't ask him where he came from. I don't know if it was North Carolina or not. I didn't get his accent. He sometimes slips into one when he gets excited.

So, with reference to materials, there have been a number of basic systems developed and one had to make a choice which of the many systems being developed would be most helpful for our particular purpose. So we chose two, carefully. One was the Laubach "Building your Language Power" series. The Laubach materials have been re-written to meet the needs of the English-speaking people, or the people who know a little English maybe, and we'd decided we'd try that out. And then I came across this material by Follett Publishing Company. I took a look at that. Book two is all-American and I said, so what? Let's use that to broaden their horizons, let our alert Canadian teachers of courses use this material to broaden the horizons of our Indian population. Indians cross over to America. They don't have to go through any red tape that I'd have to go through to get in there and stay, wide open door, so let's do that. And then we found the Steck-Vaughn Co. had put out quite a lot of material, because this basic system they're talking about is the spinal cord of the whole program of adult basic education.

We need more materials. The materials must be geared to the needs and interests of the people, to a local if you can. And we want some on Canada, if we're going to have a good government, I mean, if our people are going to vote intelligently. There is a tremendous need for all of us, for the million and maybe we could say two million functionally illiterate people in Canada to know something about what makes the government tick, or should make the government tick.

We examined those materials, and we tried them out, and we thought, well Dr. Laubach's material is just what we want. This material was good. We found it very good indeed for people who couldn't speak one word of English. It had limited use for us at the moment, because most of our Indian population in this day and age, know some words of English. They sometimes can write their name, although they're functionally illiterate. By the way, we never use that word illiterate, this is a very very awful word, it's a dirty word, it's a bad word. We say adult basic education. Of course, we're saying it here; we're assuming that nobody will take offense; it's a touchy subject. The System for Success is a package deal. You have your reading, and you have your writing and arithmetic, and you have your language development, and a little bit of social studies thrown in, mostly on America, but so what? This material, we were so glad to get it, we supplemented with Reader's Digest materials which were extremely good also, as supplementary material, and we have over one thousand of the 'System for Success' books, plus teaching guides. I warn you they're frightfully expensive. (A little plagiarism might do us no harm.) The instructors' guide is $6.40, or $6.80 and the teachers book is $3.80 - the students' book - fabulous prices. I mean, we're using a lot of money now one way and another.

This program is coming along very well; it's too early yet to evaluate, but we are making a valiant effort to do so. We believe that the program should be based on sound planning. And that no teacher should go into an adult education - who has not been exposed to at least a minimum of from 6 to 9 hours of in service training for adult education. We have to provide it somehow.

Based on the experience to date which we are now in the process of evaluating, to we are hoping to emplcy 6 key people who will be regional supervisors of adult education, located in each region, and in addition, we are hoping estimates and approval permitting, to employ several area adult education teachers in addition to employing several, (as many as we can, as many as are needed, based on sound programming), part time people to stimulate and carry out the adult basic education program, which we hope will in some little way, provide the under-girding for the many many programs that are available to our Indian people as well as to other Canadian citizens. That includes going into vocational education of various kinds, going on to high school training for the various professions, and the under girding for community development. Because I think if people are not functionally literate, and that's a Grade 8 level in this changing world, they will not be capable of participating in the community development program, Thank you for your patience in listening. I hope I did give you a laugh or two if I didn't give you much information. Thank you.

* * * * * * * * * * * * * * *

QUESTION: I'd like to ask you a question concerning the objectives of the program. I may have misunderstood. It seemed there were two in conflict, one which was to develop the Indian cultural values, and one which was to indoctrinate our values. Now I may have misunderstood that.

ANSWER: Number 5 said to provide the Indian population with information relative to their cultural heritage. Those of us who are getting a little acquainted with the Indian people, and I'm sure all thinking Canadians realize, that we owe a terrific debt of gratitude to the Indian population of Canada. It has taught us so many things; I don't think we'd be here if they hadn't shown us how to live, you know, and things like that. And then a cultured people, they're philosophical, contemplative people, and they have a culture all their own. So, while we do not want them to lose the innate dignity of their own culture, and to lose respect for their own culture, at the same time, we do want them to help them to realize that we are living in 1966 in an economic society which they must understand, and try to live in, if they want to succeed.

* * * * * * * * * * * * * * *

PROFESSOR THEALL:

Our next speaker will take us into an area where very frequently much less attention is given, or much less done for adult education, and particularly adult basic education; and that is among the Boards of Education of the various cities. Mr. Allen Deschamps who has pioneered a Board of Education program for illiterates in the city of Calgary, will speak to us on the high school board and adult basic education. I give you Mr. Deschamps, the director of Adult education for Calgary School Board, Alberta.

MR. ALLEN DES CHAMPS: Director of Adult Education, Calgary

Mr. Chairman, ladies and gentlemen. I think I was asked to kind of give a very quick over view of some of the things that we are doing. First of all, I would like to point out that our division of adult education is the first division of adult education that has been established in conjuction with a public school board in Alberta. We are only a little over two years old but we are trying to go out in fifteen different directions at one time, so I would like to point out at this time we have no distinct program of training for what I would call functional illiterates. But one thing is very obvious to us, that we have got to establish this type of program, and this is one of the reasons that I have been most anxious to be here this weekend.

I think when we look at our role in school boards, I think we are saying more and more that one of our roles is basic education. whether it's basic education from, let's say a person who we would consider for all intents and purposes illiterate, right through to high school diploma, or a matriculation program. I almost include all of these things as part of basic education programs. But this is one of our big roles. As you can appreciate, the greatest demands are for people who want to complete high school programs and these types of thing. Now, we have a series of courses that we call remedial.(We don't call them this when we advertise them, we call them remedial to ourselves.) We have courses on reading improvement, we have courses on vocabulary building, we have courses on writing better English, we have courses on everyday English, and everyday Math; we have courses on spelling and penmanship. One of the most interesting things we have just gone into is a program for four, just four young adults who are speech and hearing handicapped, but who lack the basic education.

Another thing that we certainly are concerned with all the time are the people coming into our program trying to pursue grade subjects, whether it's grade 7 or 8 or 9 subjects, who just do not have the necessary skills to do these, to handle these subjects.

One of the things that we have been fortunate in having available, almost for two years now, and I think it's pretty darn good, is a testing program, an adult testing program. And we have a very fine counselling service that is available a couple of nights a week, and we're finding from this testing program, some atrocious things: People who supposedly have Grade 10 education, reading at Grade 4 level.We're finding people who supposedly should be up to a Grade 9 level of Math who just can't work with figures at all, and have no abilities for Math. We're certainly running into the problem of a large group of adults who we know darn well can never succeed in pursuing a high school program, who we know darn well can never succeed at almost any type of educational level beyond, say, Grade 6 or 7, and yet they're coming in and asking us for Grade subjects, they want to go into Grade 7 or Grade 8 Math, or Grade 7 or 8 English, these types of thing.

I've got some real concerns in this field, this is one of the reasons I'm here. Here are some of the things that are really concerning me with regard to basic education. I don't think our terms of reference are too clear. One thing that's very obvious to me, when we start to look at Mrs. Adamson's figures. We call these people functional illiterates, zero to 4. Good Lord, in today's day and age, from zero to four, what meaning has this got? What are our employees' demands? You just heard this gentleman from industry say that we know darn well we've got to do more upgrading in basic education before we can even start to teach them the skills that are necessary.

One thing that interests me, in terms of the Technical Vocational Training Agreement, and confirmed in a letter from Dr. Ford. He says that the agreement does not provide grants for the pursuit of high school subjects, or university entrance, and yet to me, there's a heck of a lot of people who are looking at educational training programs who should first and foremost, get the necessary grade subjects before they even start to look at some of these other types of programs.

Certainly, we are most concerned in terms of, first of all the instructors, and there's been a lot said about instructors here tonight. I would like to say this with regard to instructors, and I would like to say this with regard to materials. You know, in English for New Canadians programs, where we are making allowance for complete illiterates to take part in "English for New Canadians" programs in a special class that we have operating, I do not like to tell an instructor, 'Here is the program that you have to stuff down peoples' throats, or that you have to work with.' I would like to be able to say, 'Here are good materials,' (and gosh only knows what good materials are, in the raft and glut of materials that are being published and coming across our desks, and being thrust upon us by publishing houses, etc. What is effective and what is not effective in materials, and what is this material for, compared to this material? What is it should it be used for, and how can it be applied?) I would like to be able to say to our instructors, 'Here are good materials. Here are tested materials. You make your selection, and apply them the way that you want to apply them.' Because one thing is very obvious to me. You take two good instructors in the field of adult education, and put them side by side, and one fellow's approach is going to be entirely different than the other fellow's approach, and yet we know darn well that they're probably going to end up at the same point in the long run.

But the thing that really is concerning me is, exactly what materials are good materials, are tested materials, are materials that we can use and say that these have proven themselves? This is the thing that is bothering me more than anything else.

Certainly we are very concerned with instructors in this particular field, and (I think John Haar has mentioned this) you've got to have people who, first and foremost, really have an appreciation for this field, and really have a feeling for this field; and if they don't deal with these people as people, then they're no good as instructors.

The other thing that is really concerning me here is the need for an entirely flexible program available in our city to allow any adult, whether he's a shift worker, a night worker, a part time worker, or whatever other type of worker, the opportunity to pursue these programs. I honestly believe this is our biggest program right now: how do we provide the most flexible type of program so that it gives any adult the opportunity of pursuing what he wants to pursue, when he wants to pursue it, and how he might want to pursue it, because we know that many people can handle correspondence courses adequately, as long as they have some facilitation for additional instruction, and this type of thing. There are many ways of doing it.

The other thing that is certainly bothering me: that is, if we're going to do a good job, if we're talking about this instructional pattern with these, particularly in the functionally illiterate field, wherever you want to place them, it's obvious we cannot have a thirty to one ratio in terms of instructor and class. We must deal with very small numbers, which becomes a highly costly type of program.

And one thing that's very obvious to us who have not been able, incidentally, for your good information, to obtain funds under any of the Dominion-Provincial-Technical-Vocational training agreement sections, is that we have got to find means and ways of making this available. We certainly know this - that this person is the least able to pay for courses, and it's the one that we want to encourage the most. And one thing I would like to say is this - how the dickens do we get these people into our program? You sit beside them half your life, and all of a sudden some day you find out some way or other that this person hasn't got any more, or never had any more than a grade 2 or 3 education. Sure, he can write his name and address and do the types of writing that are required by him, but he really has a very low level of education. How do we encourage them, how do we really get them into our program? That's the question that's bothering me. I think that this is something that we're very concerned with, particularly where we're kind of a public agency saying, 'Look, we have programs, come on in, and we'll try to give you what you require; we'll try to meet your needs.' This is an area that we certainly can't overlook. Thank you.

MR. ARTHUR KNOWLES: EXECUTIVE DIRECTOR, METROPOLITAN EDUCATIONAL TELEVISION ASSOCIATION (META)

Thank you Mr. Chairman. Perhaps I should make it clear at the outset that most of the speakers that you have heard tonight, in fact, all of them have been, to some extent, specialists in fundamental education, and have spoken with the special skills arising out of their experience. I will make no pretence at being a specialist or an expert in literacy education, but have, at the request of the conference, pulled together some mass media material that I hope will outline some of the major possibilities in mass media use in connection with the problem of literacy education.

I came across in a recent book by Wilbur Schramm called 'Mass Media and National Development', a reference that I thought was particularly helpful to a basic point that a couple of people have referred to in passing. The point that Schramm makes is related to the problem of the inter-relationship between the information and the intentions or the objectives of the teacher. He talks about a film experience as a part of a health program in Peru. He says, "as a part of the health program, a colour film was shown on the transmission of typhus by lice. The hacienda dwellers were plagued with lice, and it was desired to point out some of the dangers of the situation. The film was previewed and judged to be effective. But when people were questioned about the film a week after the showing, it became apparent that the message had not been understood. People said they had seen many lice, but never one of the giant kind shown on the screen, therefore, they judged that the dangerous animals must be a different kind of lice. Furthermore, they had seen many people sick with typhus, but never any like those in the film who had a strange and unpleasant white and red colour. They judged therefore, it must be a disease that afflicted other people, but not them. What was learned was obviously not what the film was intended to teach."

So, the emphasis of any information program - whether it's in literacy education, or as Don Theall has been involved in, the teaching of English to new Canadians through television, and so on, any information campaign with some social change or educational change objective must be grounded in the local culture and in the local situation. It's not enough either, as it's been pointed out here tonight, by a number of the speakers, to rely on the schools and conventional methods alone. But we have to learn how to use the conventional techniques tied in with the new media.

Canadians have a variety of experience, of course, with mass media, probably one of the most important fundamental education and basic education projects using mass media is Farm Forum, out of which came Citizens' Forum, and so on. The Canadian experience has been very important in establishing other mass media programs around the world.

I'd like as our first example here tonight, to show you a few minutes of a film which has been a pioneering film in the literacy field, arising out of Italy. ("Telescuola".) It's really illustrative of what's happening in some of the other countries. To quote briefly from an article in last Sunday's New York Times on the Italian experience: this is by Jack Gould, who some of you know, is probably the United States' foremost critic of television. He talks about the television teacher in the classroom, not the person who is on air. Miss Giovanna Turcot, a "tiny bundle of relentless verve and dedication. Miss Turcot is the television teacher in the bitterly impoverished section of the small village 30-odd miles south of Rome. For her the home screen is not a Hollywood showcase, but the window of hope, through which to reach the minds of the illiterate people of all ages to whom counting numbers, pronouncing names and spelling words are life's basic hallenge," and then he goes on to tell how each night in the local small, one-room schoolhouse in the village Miss Turcot turns on the main channel of one of the television channels from Rome and picks up the program called 'It's Never Too Late'.

The integration of the actual instruction using the actual blackboard or chalkboard and the visuals is the standard technique used throughout this series, the integration of motion pictures with the voice over after the initial drill and emphasis.

In another social context, that of the United States, there are, from my perusal of the literature, two major television and film projects that warrant attention and some study. One of them you've already heard referred to, the Laubach approach in the United States literacy education which so far as it applies to the United States, has been printed and devised largely for use with the under-educated Negro population of the south. The other approach which I'll refer to after we've seen a clip from one of the Laubach films, is Operation Alphabet, which I was unable, unfortunately, to get a copy of, largely because of its busyness, the fact that it's currently being sent out of the National Association for Public School Adult Education throughout the United States so frequently.

The Laubach approach, though, is I think, an important one, and I'd just like to read the brief outline of the approach taken, a very well known technique in the field, but one which I think clearly there should be some questions about during the next couple of days, and consideration of. Dr. Laubach in Syracuse asked me to emphasize that they are in the process of revising the film procedures although the new films which will be technically superior, they will resemble somewhat the approach that we shall see. The basic material that you will see then, used in the program, is based on the method developed by Dr. Frank Laubach.

This method, developed from the principle that an adult learns better through association, teaches the letters of the alphabet and the sounds of the letters through picture associations and key words. The student moves from the known, a picture of a familiar object, to the unknown printed word. Also, as you know, the film approach, the television approach is supplemented or complemented by an array of teaching materials, it's my impression that some of the Laubach teaching materials are available here.

The other program that has achieved, as this one has, frankly, over the years in the United States, a very widespread television use on the many educational television stations throughout the United States, is called 'Operation Alphabet', which originated in the Philadelphia educational television station. It is a televised literacy course, and was repeated in some 40 cities in the United States. This particular approach consists of a series of 100 half-hour programs, accompanied by a home study manual, in which the printed lessons correspond to those broadcast. After the first showing of the series in Philadelphia, enrolments in adult education classes rose 25%. Through NAPSAE, the National Association of Public School Adult Educators, recordings of the lessons were offered to other cities, and results encouraged them to undertake ambitious programs.

One of the most widely-touted programs described by UNESCO is a radio experiment in literacy education, which has been conducted for years by Colombia, the Latin American country. I would like to read you the basic outline provided to me by the Colombian Information Services in New York. They were most cooperative, to the extent of going to the trouble of obtaining an English and Spanish recording of one of the programs which arrived in New York just too late and didn't arrive here. In any event, when it arrives I'll keep it and make it available to the C.A.A.E.

This program, which is described widely in much UNESCO literature, in Colombia, developed largely out of the efforts of the young priest named Salcedo, who was first sent to a poor parish in Colombia, in the Andes mountains. Appalled by the illiteracy of his parishioners, 97.7% of the population were illiterate, he pondered how to reach them and improve their standard of living. The young priest brought their first soccer ball and first movie film to the village.

Having some technical or electronic skill, he brought a small transmitter, a radio transmitter and three used battery sets to the village, and placed the three sets in different homes in the valley, and started chatting with the peasants in the late afternoon from his church over the radio station. His comments were casual, but meaningful. Calling them out by name, the padre would praise the farmer who kept the best cow, who maintained the prettiest house, who raised the healthiest chickens and so started to create a spirit of friendly competition among the listeners.

This was the beginning of Acion Corporale Populare, which in 18 years, has grown into a national institution with its own broadcasting studios and transmitters, technical offices, special teachers, publishing house, recording, press and institutes for training rural workers. Acion Corporale Populare covers the entire country now, with 217,000 pupils in 7,820 communities, and with more than 285,000 affiliated students.

43 countries have followed Father Salcedo's approach and techniques, and the newly developing countries are also coping with this approach. The Colombian Information Service was good enough to send me quite an array of their printed materials, which are printed in newsprint quality material, obviously quite inexpensive, some other narrative materials, and also some propaganda that the Colombian Government has put out which describes it. You will note that it's not a completely objective program in its approach, at least in its posters; the long fingernails of the Communismo are perhaps indicative of some of the motivation. But this has been a very well thought-out program, and I recommend it to you for examination. Also, they sent up from New York a package of historical photographs and so on of the process, and in many respects Colombia for all its illiteracy, is 20 years ahead of us. It's pointed out in the literature that there is a constant effort of integration of all of the media, radio, the books, the press, and so on, in the attack on literacy in the area.

I'd like to in a sense, change our frequency here a bit, begin to talk on another wavelength for a moment, and this will pretty well wind up my session. I'd like to comment on the significance of entertainment television and commercials. I think this is pertinent to our particular problem of literacy education in North America, where these media surround us and are with us at all times. But I think these have got to be used, and not opposed. Illiterates are like prehistoric men, still living among us. They are lacking the symbols to enable them to communicate on anything more than a rudimentary level, and yet this distance away if you like in history, and the limitations of a backward social approach to learning, create real obstacles that hinder the work, as Eric Robinson was saying earlier tonight, the role of scholastic courses of the traditional type. We've all observed or experienced this; the adult illiterate suddenly feels he's being treated like a child once more, and the psychological effects are quite capable of discouraging him, and inducing him to give it up.

As Professor Theall knows, this was one of our fundamental problems again with teaching English by television approach. The people who initially began in a class situation because at that point they perhaps didn't own a television receiver in their own homes, very soon dropped away, because it resembled too much the dismal conditions they recalled from their own childhood. In the case of television or radio, the learner feels he is more of a listener or viewer than pupil, and readily gets the idea that learning the alphabet is a price he must pay in order to be able to enjoy the show. Now, I suggest that we think seriously in this context about the role of commercials and entertainment programs in literacy education. Certainly, it is true that reading readiness among children has been lowered quite considerably in, and evidently through, the advent of television. Because no pains or expense has been spared, the entertainment programs with commercials are models of successful teaching devices, and though I didn't intend this originally, I think you will notice the sharp contrast between the two programs you have seen, and the commercials you are about to see. Effective amalgams and unions of sound, speech, music, visual effects to rivet attention, stimulate learning and retention, and finally, hopefully, behaviour. Certainly the people who manufacture and sell cigarettes are conscious of the motivations of behaviour that are involved with the utilization of commercials. Well surely these are significant elements in literacy education. So I'd like to conclude this presentation on the role of mass media with some prize-winning examples of television commercials, which I suggest we think about in terms of their effectiveness in creating a desired result. Perhaps education can learn something from commerce in this context. I am indebted to the McCann-Erickson Advertising Agency for their letting us have these tonight. They wanted me to make sure that I indicated, not only that their name was used, but that they were not in any sense opposed to the notion that commercials had some value in literacy education.

Television commercials are fantastic, they are attention-getting, they're exciting, they are moving and captivating. The degree to which all of us, I am sure, have observed this, the degree to which children and adults learn lyrics and slogans prevalent in the commercials, bad grammar as well as good grammar of course, has important connotations for those who are planning ETV experiments in literacy education.

DR. ROSS FORD: DIRECTOR, TECHNICAL & VOCATIONAL TRAINING BRANCH

The federal Technical & Vocational Training Branch operates under a piece of legislation to provide financial assistance to the provinces for the development of programs to prepare people for entry into gainful employment, or to progress therein. This legislation is implemented by way of agreements with the provinces. Arrangements of this kind have been in operation, dating back originally to about 1913, and off and on since that time. The present legislation was enacted in 1960, and the agreement under which we operate at the present time came into effect on April 1, 1961. In the original program, only technical and vocational courses were involved, and such related subject matter as was necessary for a person to work effectively at the technical level of the particular course or occupation.

Involvement with General Education: As the programs developed, something else became evident. I would like to reply to one suggestion that was made this evening, as to why we are so niggardly and so unreasonable in the point of view that we take with respect to general education. I recall very well when this piece of legislation was being considered being advised by the government having one of them that this program was not for the purpose of providing academic education. However, we found, just the same as you have found, that there are many people coming forward who could not benefit by the courses of training because their background of general education was inadequate.

We found that with many people, their greatest need was basic education. But we couldn't support it; we couldn't provide it under our agreement, yet in order to find or to enter gainful employment, or to progress therein, the requirement was for basic education. The program to meet this need was changed to 'basic training for skill development'. That includes the mathematics and science, and communications skills, language. And it has been interpreted, and we have interpreted it, so that this kind of education may be provided for any person who needs this in order to achieve the objectives for which our legislation was made.

The one difference is that for people who are adults, and for many of the people we are dealing with, the most important thing for them was not the theoretical kind of mathematics that's taught and required for Grade 10, 11 or 12. What they required was something that was applicable and functional, which would enable them to progress in their work. For them it is much more meaningful than the theoretical maths that you or I studied in high school. And we have interpreted the provision for this kind of a program in basic education as being the equivalent of any levels along the way, from zero to as far as is necessary. High school education and high school types of programs, insofar as we know, have not been provided.

Program 5 as you know is just one of the schedules ... I'd like to say a word about our total program. We have conceived in this Agreement with the provinces, and under our legislation, that technical and vocational education is one total program designed to meet all the needs of the people below university level for entry into, or in, gainful employment. Whatever the program may be, whoever the people may be, it is not a lot of separate bits and pieces. Some of the programs are at the high school level; some are in regular adult schools following High School; some is provided at institutes of technology; some of it is done by way of evening classes; some of it is done by way of other media; some of it is done for people who are unemployed, or with people who are disabled. But, whoever they may be, the objective of this program as I have stated is to serve their needs. It is one total program.

Program 5 as it has come to be known in Canada, is a program which was designed particularly to meet the needs of people who were unemployed and who needed a great variety of different kinds of services in order to adjust to, and progress in, employment, and to enjoy the fruits of our economy. There has been very little limit put on the kind of service that may be provided. The training which the individual needs insofar as society is able to provide it, is the kind of a service that is included in Program 5. And there are all kinds of services being provided.

I believe that during the last fiscal year for which we had complete returns, there were about 60,000 people in Canada receiving training, in well over 100 occupations. About 20,000 of these people were in basic training, basic training for skill development. Many of the others, in fact most of the others, along with whatever practical or technical work that they were engaged in, were also acquiring, or being taught, or had as part of their course, the necessary mathematics or science or communications skills which would enable them to progress in the occupation that they were preparing for. There are quite a number of centers in Canada that are providing basic education.

There have been some unusual and wonderful experiments, and the two words are applicable. There has been a tendency at times for this to be interpreted as a welfare program. Some of the early attempts were that and nothing else; but there are the other attempts that you have heard about here this evening where real work is being attempted. I know that we need to do very much more by way of experimentation and exploration to find out how best to reach the people that need this kind of a service. In the new Department of Manpower, a number of projects are going to be undertaken, a number of field projects or pilot projects are going to be undertaken to do the things we have mentioned, that is to experiment and find out the ways in which we can reach, contact, and we can interest and motivate them and the ways we can counsel, guide and deal with the problems that Mr. Haar has mentioned, sociological and psychological, as well as training them.

A number of pilot projects will be initiated sometime shortly. The machinery and necessary authority is being worked out. A great deal of work has been done in our office to plan how these projects may be carried out. We are hoping that from these projects, if they are well handled, and I am sure that an effort will be made to make them effective as possible, that from these we will learn much that is needed, because they are intended to be experimental and adequate services are being provided.

In addition to that I'd like to mention that a collection of training materials is being made at the Training Branch office by Miss Naida Waite; these will be exhibited across Canada in the next two months. Any materials that she has been able to find, or gather, or buy, beg, borrow or steal, she has collected, and this will be travelled across Canada to the centers where programs of this kind are being organized. The exhibits will be held with the purpose of assembling information about the kinds of available materials and services for basic education.

I'd like to say another word about this matter of grades. You know, school grades are a curse for adults! We don't need this means of identifying achievement. In the trades, and the occupations, and in the schools they say you must have Grade 11, or Grade 12. In British Columbia, the director out there tells me employers in British Columbia require Grade 12! You know, this is a lot of nonsense - there are equivalents. And for adults, wouldn't it be so much better if we could relate achievement to something that is closer to their objective, employment. Suppose we adults forget for a few minutes that we came through grades and saw this as just a way of measuring achievement for youngsters. Suppose we could have an elementary level, and a certificate of elementary or basic achievement: I would suggest four levels. At present, for many of the trades - or to get into an institute of technology - they require Grade 12; suppose this was called an advanced level of basic education? Once you've reached this level of achievement, you have the advanced certificate; this would give you the right to enter an institute of technology. There would have to be agreement with the various provincial agencies that operate these schools and probably they could be converted.

At the trade level, many of the trades and occupations require Grade 10. If we identified an advanced level, and an intermediate level which would be the level required to get into many of the occupations, wouldn't that be more meaningful than Grade 10 to the individual and for his employment? Two other levels, the elementary level and a junior level. Identify them in some other way, give a certificate of competence at these kinds of levels and do away with this grade business for adults. The level of achievement could be the same.

I think we have much to do besides supplying materials; we have much to do by way of interpreting. In Program 5, I believe, even with high employment this year, the enrolments are running about 10% over what they did last year. Now, this tells us something. There is an awakened interest in Canada on the part of people who need these kinds of services. In addition to this, you probably have read some of these announcements that the Federal government is going to provide a little more encouragement, by providing increased financial assistance to enable people to take part in these programs. This will not become effective probably until July, but at that time the Federal government is going to pay a basic allowance of $35.00 a week for persons who are in this category, who are attending these courses, and making progress. But there are many people who had difficulty attending these courses, and the difficulty had to do with their other responsibilities. These must be removed, because, in the program at the present time, in the war on poverty that has been mentioned, the ARDA programs, we are trying to reach all the people who require the kind of services you've been talking about this evening, as well as training services to enable them to get into the mainstream of our economy. Thank you.

QUESTIONS AND DISCUSSION

QUESTION: What is the procedure on placement after training, what success have you had in it, and how did you have it?

DR. FORD: Well, as you know, we, the Training branch is not an operating branch. We do everything else but train. The National Employment Service is an integral part of the total program, first in its scooping up of the people, then in taking them after they have been trained and providing placement for them. I can't tell you precisely in all cases, but the placement has been high in the occupations for which people have been trained. We have many reports which would indicate that about 85% of them placed within about three or four weeks of their completing courses. I would say it is extremely high. I'm quite sure that there are some people here who are managing programs who are probably more intimately acquainted with the precise detail of that program than I am.

In Ottawa, placement rate is well over 90%. The placement is done by the National Employment Service, plus the school. We are finding right now that employers are coming to us. Do you have a stenographer, do you have someone? They are desperate.

Schools must always assume some responsibility for the placement of people, and industry should come to the school, and business should come to the school. They should look to them. There should be a relationship there always. They shouldn't all pass all of the job over to somebody else. Now, in the new department, the "National Employment Service" is to have a new name, a new role; I think a much better service than we've had in the past. There must be a very close relationship with the training programs and they must be part of a team. But schools themselves must continue to assume some responsibility, and that goes for all of them including institutes of technology.

QUESTION: The low income worker. I work in a day care center; we look after pre-school children, and we try to have parents go to Program 5 or whatever is appropriate. Now, we do have some say, 'Well, I would consider a junior clerical job'. They'd earn, say, $50.00 a week and not much prospect of earning any more because of their education, so they go down to National Employment and say 'Could I do a retraining course?' and they're told no, because you're employed. I find this disconcerting; I find it very frustrating. Can we help them?

DR. FORD: We get ourselves all tied up in legislation and words and things, and this agreement specifies unemployed persons as being the kind of people who would come under these provisions. We did make an attempt to reinterpret that requirement; but it hasn't been reinterpreted. Now, I fully expect that within a year or two - and this agreement runs out in March 31, 1967 - that there will be a change, as probably a more liberal interpretation, because under-employed people are not pulling their weight in our total economy, and one of our objectives is to help them to do that.

Lots of employed people should be taking advantage of night school. Now, you don't have to do everything in a month. Many people who have been doing the same thing for ten years are now getting dissatisfied, thinking they could do better, so they want to quit and get paid to go to school. This is fine, but what's wrong with doing a little planning, and working out a program and improving themselves over a year or two? I remember a policemen who came in at the age of 32 and said, "I've got to get Grade 10. I've got six months." I asked him why he waited till he was 32. I think that if we would get a little more of this encouraging people to help themselves while they are working, we're going to have a stronger total organization of our services, and reserve the Program 5 for the people who get in the spot where they need something in a hurry.

DR. FORD: I think what you've said is very important. In Canada today, there are more people taking training in evening classes than in all the day classes and as far as we are concerned, we support this kind of a program in exactly the same way as we do the adult full time day program. In other words, half the cost is borne by the federal government, if we can find it, and if the provincial government wishes to cooperate.

But if they've got only Grade 4 education, you're not going to get up there in a year or two; it's going to take up to 12 or 16 years. In the case of immigrants, it's going to take them several years to get their English. After that, to get their upgrading it's going to take them years and years and years. I think we are going to need another program..... but it does depend on how much one has to do.

QUESTION: Long term or short term basis? There was a question as to whether, with the type of training that is now being done, we are merely employing stop-gap measures, so that the people we are retraining now will have to face more unemployment in five years' time, as automation techniques are improved and various jobs become obsolescent. Also, is not the training too narrow in its scope, leaving little or no place for education in the humanities or cultural understanding?

DR. FORD: These persons are the emergencies; these are the people who have gotten into difficulty. I heard somebody say of the underprivileged, when boys are hungry and face a hungry future, they won't sing your songs, or paint your pictures, or read your histories. They must be given that which is necessary for them to be able to support themselves, and you can build on that." You can't interest a lot of them in the very things you're talking about until they know that they can be self-supporting themselves. Then you can add this dimension to them. But the immediate needs must have priority.

Program 4:

Is there not a Program for people who are working, and can receive upgrading while they're working, known as Program 4?

ANSWER: Yes. This was intended to be a program in cooperation to encourage the very thing that happened at Leaside. The very thing that would encourage industry to try and get their people to work with them to provide something for them by way of a program that would enable them to improve their basic education or occupational competence. In some of the programs under Program 4, it is occupational competence as well as basic education that is required. But the program is intended to involve the industry in this act. Because educational facilities or services I don't believe can do it all. And there's a lot, this is growing rapidly at the present time.

Do you foresee, Dr. Ford, where individuals will be able to enroll in Program 4 whether their industry is involved or not?

DR. FORD: Well, the industry has to be involved. If there was an involvement of industry, and a group of them, I'm quite sure something could be arranged. But there is no such thing as a Program 4 center in which people can enroll for training.

The Indian is now a federal responsibility, would he qualify under Program 5, or as I understand it, both a federal and provincial agreement?

DR. FORD: He's a human being; he's unemployed.

QUESTION: I just would like to get back to this Manpower Department and these suggested pilot projects. I gather that this is going to be under the same kind of federal-provincial agreement. Dominion-Provincial. Is this correct? Or could our School Board come to you and say, "We've got a project worth looking into..."

DR. FORD: No. No. You're not a customer. Pilot projects, in the first place can only be carried on in designated areas, where the general level of income is below a national average. This includes all of Newfoundland, all of Nova Scotia except the Halifax and Dartmouth areas, practically all of New Brunswick except the Fredericton-St. John area, a slice of Quebec, and a little bit of Ontario around the Muskoka district, part of the Manitoba Inter-lake region, part of Saskatchewan, the northeast corner of Alberta.

It seems that there are some excellent programs on the job, and the lady who mentioned before how to get a person unemployed so that he can qualify for a job, so that he won't be threatened by unemployment is a very real problem that we've been going through. Also the child who can't get into a program of training because he has to be out of school for a year before he can qualify, gets into a rut in that year that it takes 20 years to get out of. We run into this kind of person, and the coordination of programs is so very poor that I find the public that I work with, and these are mainly the very low income groups, are looking for programs. That needs guidance at a community level. There seems to be no sort of a pooling place. If I'm a truck driver, where can I go, who's going to tell me about Program 5 or Program 4? This strikes me in our area, the Maritimes, well, I shouldn't really say the Maritimes, eastern Nova Scotia, as being really a serious problem: nobody knows where to go.

DR. FORD: I agree fully, because one of the most obvious things is that what we require actually now, is one good, solid centralization of information services, counselling services, etc., so that a person can come in, and if they want to do a Program 5, or they want to pursue a bit of Grade 3, or whatever they want to do, we can give them good, solid information, and good solid counselling, the kind of help that they need. This to me is very, very crucial.

Using the Census:

The Americans have discovered a way of using their census in a very capable way. To what extent can we actually find the locale of the people who are over 15 and have under Grade 5, or Grade 8? How can we narrow it down, because in the problem of disseminating information, the great one you brought up there is not much sense in disseminating information about university extension courses in Lanark County. How can we find out where to disseminate what kind of information?

MRS. ADAMSON: Well, unfortunately, they only ask an education question on the census once in ten years, and by the time it gets published - and publicized - it's dated information. These figures that I used tonight have just become available. The ones that were published two and a half years ago, most people weren't aware of until last year. We won't be asking those questions again until 1971 and by 1976, they will be dated again.

However, we do have the Labour Force Survey which is used every month to measure the degree of unemployment, and every month you hear on television and on the radio that the unemployment figure is such and such a percentage. And there are education questions on the Labour Force Survey; I was able to use one in 1960, and the result was a report called 'The Differences in Further Education in Canada', and this could be done more often if there was more pressure, more need expressed by people who are interested in this field. The Labour Force Survey people used a question last January, a year ago, to ask about education level. They didn't ask about adult education courses, but they did ask about education levels. Unfortunately, they asked for some elementary, and some pre-elementary, instead of making some kind of cutoff point as the census does - Grade 4 or Grade 6 or somewhere - so that the figures that they have haven't been published yet, and are not countable as a census.

I've been working with these people, and I hope that they will see the light next time and establish a cutoff point, because when one has, say, some elementary, that could be seven and a half years, and it's relatively meaningless, and includes such a large sector of the population that it's not a very useful kind of information to have. I hope that in the future, the Labour Force Survey may be doing an education question once a year.

There's no reason why they couldn't do literacy tests once a year. In the United States, they actually asked the people in the sample (this is the one percent sample of the total population of working age and over so that it's fairly easy to interpret the census and inexpensive survey to do.) So this would give you figures every year, you see, and it's just a question of if it's wanted and it's needed. It's a question of people asking for it, continuously.

Twice the U.S. gave a literacy test; once in 1954 I think and once in 1957. That is people were asked to write out answers to questions, and to read a paragraph, to learn comprehension. They weren't very successful, but at least they're experimenting with an adult literacy test, which is something we're not doing. All we've got is years of schooling as the people report them. This may or may not be so, but this kind of experiment, developing an adult literacy test, is something you can only develop by practice. You have to keep trying, and keep trying, and keep trying till you find something useful. But the current U.S. population sample and our Labour Force Survey could be used. What you need to do is keep pressuring for it.

* * * * * * * * *

PROFESSOR THEALL: Our time is rapidly drawing to a close, and I would like to do one other thing on the evening's order of business. One of the great pleasures of being the chairman of this Conference was to have a very early opportunity to meet the vigorous, energetic and well informed resource person who is going to be the key figure of tomorrow and Sunday, Dr. Lee Henney. Dr. Henney is the Director of the Division of Adult Literacy Education, the Board of Fundamental Education, and developed and successfully tested theories and materials called 'The System For Success'. This system, designed to quickly raise under-educated adults' ability to use academic skills has been published by the Follett Publishing Company.

But Dr. Henney, like most dedicated teachers in the field is even more interested in the whole subject of method and training of teachers. He has served as consultant, and planned several manpower training programs, enabled youth programs, community action and migrant farmer programs, and directed a variety of adult basic education and teacher training programs. He was, at one point in his career, a director of literacy education of the Indiana Reformatory before coming to his present position. He has his Ph.D. from Indiana University, an M.A. from Butler, and Bachelor of Divinity degree from Christian Theological Seminary, and B.A. from Drury College. He was in 1964 honoured by the Chamber of Commerce as outstanding young educator of the year. He is a member of the Adult Education Association of the U.S., a number of other professional associations, and in addition to all of this, he is an ordained minister of the Christian Church.

I'd like to introduce to you now briefly for a few minutes now, Dr. Henney.

DR. LEE HENNEY: BOARD FOR FUNDAMENTAL EDUCATION

It is my pleasure to be here, and let me say that I hear the right questions being asked. In adult basic education, we are in a new field. It is an entirely new discipline, and it is a discipline that we're going to have to develop. The vocabulary we're going to have to develop, the discipline of training, the discipline of what we're doing and where we're going.

We've heard, if we've paid close attention tonight, some contradictory assumptions about basic education, and one of the things is what are we talking about when we talk about basic education. These are the things that we have to define.

I think Canada is in a situation, with an opportunity, that the United States has lost. That is, Canadians can start a great national program saying at least the same things, and this is important for everyone, to be talking about the same program. In any program you have to communicate the goal of the program to your target population, and the goals must be realistic if you're dealing with adults. They must be convertible into something that they understand in their psychological and sociological development. Also, it must be articulated and communicated to the power structure, to the community what we are trying to deal with as adult educators. So we first must know what we're talking about.

Now, in the United States one of the things we do is try to get programs out of trouble. If you want to talk about numbers of programs, when we go to a conference such as this, it takes us three days to explain the Bills. We've got five different Bills, with 10 different titles that teach adult basic education. But one of the things is that you've got to know whether they've got two left ears or not. And there are all types of special categories among your unemployed and employed. In the program that I just set up in the middle of Mississippi you have to be an agricultural worker getting more than half a year's income from agricultural farming, and if you own your own farm, this is all right, just so that half of your income was made by farming for somebody else. Now, I mean, you look at this guy and he made a hundred and fifty bucks last year, 76 from his 10 acres, and 74 working for somebody else. I'm sorry, you're not eligible for the program. This is the type of thing that you try to interpret and still maintain. But these are the kinds of problems.

We've got lots of problems, but I didn't come here to talk about our problems - we've got enough of those - what I hope to do is to present a lot of information and present it in a way that is digestible. For instance, you talk about getting rid of grades. I talk about "levels of education", one two and three, and you've got 12 grades of education. You talk about tests - achievement tests with vocational norms. We're taking achievement levels - reading, writing, arithmetic, the communications skills - and norming it into the type of thing that Wonderlic did.(The Wonderlic Industrial Test.) This is the type of thing that we're trying to do, so that we can give industry different measures that measure a person, and tells what he can be best trained for at that time, if he gets his academic skills. These are some of the types of things that we are trying to do.

One of the things that we are trying to do, along with Dr. Vernor is find the relationship of learning speed with oral vocabulary, because in teaching an adult to read, it is really an easy job since they've already got an oral vocabulary. You're connecting an abstract symbol of which they already know the meaning.

I'm happy to be here and one of the things is that I hope we can get at least a common language, and if we succeed in doing this, then we can start talking, and one of the things that I hoped would grow out of this is that we have more discussion, and more sharing. Where do you get money; how do you do it; how do you initiate a program; I have this problem, did you ever have this problem, etc. It's my pleasure being here, and I will stop now, but we'll see you all tomorrow.

SATURDAY MARCH 19th, 1966.

Comments by Dr. Lee Henney.

In working with the physically and mentally handicapped, in working with the various special education groups, they don't want sympathy, they want to know how they can improve their position. And therefore, the whole activity of adult education is one of being a change agent.

Now, being a change agent is knowing the attitudes, habits, beliefs, feelings, ideals, ideas - all the things that make up a social animal able to communicate, to participate in society; it is knowing that of your target population and designing the program (which for this seminar, happens to be education), that will lead this person from this state to the ability to participate in productive interaction. It's now non-productive, but, this person is as right as you are. The under-educated person is as much right in his ideals, ideas, beliefs and habits about society as you are. There is nothing that says in the history of man that all people are going to have the same customs. Now, this came up last night when the goals of the Indian news paper were stated: are they conflicting to make the Indian aware of his heritage, and make him aware of the heritage of the "Canadian" - whatever this might be. No, they're not conflicting. We are providing the objectivity so a person can become a social animal that can choose between two different groups.

PROVIDING OBJECTIVITY:

You're going to start with a lot of people, and I've worked with a lot of people, that look at what the so-called affluent society has to offer, and return to the slums. You can educate, but they don't have to accept what education will buy. There is nothing that we can do or say that will force a person to change this attitude.

They are culturally different; they are not culturally deprived, and we are only introducing, when we educate, familiarity with the tools by which they change, by which they can objectively choose. Right now, they have not the tools to objectively choose the whole variety of things they can do. And so, when you use "culturally deprived", you have already regulated him to a subservient situation, and we have started-off wrongly, because they are different in culture than we are. They accept different ideals, and different habits and different social activities.

But I'm not altogether sure that we have all the answers. Dr. Tom Jackson of Tallahassee is a brilliant young vocational education man, and we were sitting on his porch one night, and we looked across the street to this man, and Tom said, "You know Lee, I don't know whether we've got the right answer or not. Now, there's a man that every morning at eight o'clock goes out to his old peice of car, he puts his boat on top of his car, and he goes out on the lake. About five or six o'clock, he comes home, takes his boat off, puts it up beside the house, goes and cleans the fish, he takes them in, and the next day he does the same thing. Now we come along, and we want to involve him in a training program so he can get up at seven o'clock in the morning, fight the traffic downtown, so he can get to the office, so he can put in his eight hours, so he can plan - so that he can take off and go fishing when he gets his vacation, and now he does it every day." So I don't know if we're so well off or not. From some of the activities of these people, I think we can learn a lot.

CULTURALLY DIFFERENT

I use "culturally different" to replace "culturally deprived". Because it gives them something positive, a heritage that they believe in. For instance, the American Negro. There's only two groups in the United States that are truly American. It is the Indian and the Negro, because the Negro was transplanted against his will and the Indian developed his whole cultural heritage on the American soil. The rest of us Caucasian population brought our heritage from Europe, and we hold on to it very stringently. But you see, the American Negro has developed his whole - he is culturally different, because he has not a heritage that is imported, but he still has a heritage, made in the U.S.A.; the folk songs, the spirituals, the religious activities, this sort of thing.

DISCUSSION:

This would require a definition of cultural. It seems to me that there are people from our perspective who are culturally deprived because they haven't some of the things that we have. On the other hand, the gentleman who said I am culturally deprived, he hasn't been sitting on the shores of the big tough Lakehead in Northern Ontario. He can't be proficient in many of the local skills of this region .. so in other ways, he's culturally deprived. So the problem of the administrator, is to interpret this need, this social need in relation to the whole society in such a way that he can get the money to solve the problem.

DR. HENNEY:

We have categorized a lot of people as culturally deprived, and they have never asked to be so categorized. And one of the things, we have designed programs to do things to people, or for people, but very rarely do we design a program to do programs with people. We've got the answer, you see. This is what we could do, you see.

An administrator said, I'll never give a curriculum to a teacher, but let him be flexible, let him choose, try to do what is handled best by the class. This is very good, but society should also do this with the people they are trying to work with. But we usually write a program too restrictive: we don't buy glasses for the students, for instance. And we never have all the component parts - we just have a part of it, and then we shave off the people that are not part of it. When you go into an area and start messing with people, one of the things is that we have to have a program that is big enough to solve the problems, and not try to mess with them. You see, one of the things is that if we're going to try to do basic education, then let's do basic education for everybody. Because when they can't get into class, they ask, "Why can't I?". Because we just haven't got enough room, and we honestly say we're out of money, and this sort of thing. What do they think; it's because, I failed the test, it's because you know I live down in that block, and if I lived up in that block I could get in, because Mrs. Jones, her brother lives over there and he got her in. You get this going through a community, and then you try to work in that community again. Many times it's so hard to get a program going, but we're going to kill a lot of peoples' spirit if they're not complete programs. We get a program going, 300, but we missed over a thousand people getting those 300, and that's a thousand that are going to stay away from any future involvement in education.

DISCUSSION:

Surely the fact that you have a program, whether you call them culturally deprived, or what you call them, goes on the assumption that you want to give something to these people that they haven't got. No matter what you call it, it's going to be called, to take it to its extreme, brainwashing.

DR. HENNEY: No, I don't think so. That's making an assumption that you've got something that they want.. but the whole assumption here is that you design a program and then take it to the people. I'm not sure this is the way it should go. The assumption is that a grade level of education is necessary for learning a particular skilled job. O.K. we heard this explained last night. We have said that it's going up, we produced artisans before without an academic education. But we have never investigated a system to see whether the standards are what we necessarily need to do the job.

These are some of the questions that we as adult educators have to start asking. Because if we do not start asking them, we will become a blueprint of doing exactly the same things as the system. We are trying to fill in what they did not get. You see, we teach the school dropout, we teach those that did not go to school - these are our population in adult basic education, and if the system, or the mousetrap, did not work at that time, why should we cram them through again, through the same thing? So we have to become a new discipline and a new institution, and we have to create something new before we are going to succeed.

But we're still leaving people out. Let me do something here, and put this all in a nice, neat package. You take your society, and divide it up according to chronological age from 0 to 16, 17 to 64, and 65 plus. I can show you the problem that we as adult educators face. The 0 to 16 age is the one that somehow has become the age of education. O.K., the taxpayer pays for this. We support this population.

I'm assuming Canadians retire as we do in the United States, at 65. On of the problems we adult educators now face is, what do you do with the steelworkers that get nine months off, and the wife calls up, and says, "Get this man back to work - he's driving me crazy", when he's 55 years old. This is going to be a real problem, the way they're writing these contracts now, because we've got a whole institution in danger. That's the family because they're coming home and sitting around the house and grumbling and griping. This is a problem an adult educator is faced with. Now, here society again pays for this through Social Security, pension plans, etc. So we have them from 17 to 64, this population supporting society.

You have in Canada now 50% of your people 25 years and younger. We saw last night that we've got many people that are unemployed. So we find that this is an ever-increasing group that we also support here. There is, then, a "gray band" of non-productive persons in the 17-64 range, as well as those below or beyond these bounds. Now in the United States we have 70 million supporting 190 million. We are getting into the situation in the United States that we're going to be supporting three people, ourselves and two others by 1970. How many people are working? Well, anyway, with our population explosion, the population is growing, and it usually grows at the bottom, you know, and so consequently you've got 16 years before these people get into the labour force. Now, more and more people are going to have to support these persons and this labour market is stagnated because of technological demands meeting head-on a lack of education. We have a problem!

Most charters of the Boards of Education say that they are responsible for the "education of the population" in the Province or in the State or in the local area. Now, it doesn't say any thing about 6 to 16. It says they are responsible for education. But all of a sudden, when you get 16, 17 years old and not making it, you get booted out! If we are going to demand in a society, that it operate on the written word, then we as educators are responsible for providing the opportunity for everybody to participate in society. Either we've got to change our form of communication so everybody can participate, or tell them that they are not part of society, or provide the opportunity for having them participate.

By participation, I mean that they can take the responsibility as the head of a household and be of benefit, have the dignity and pride of being a human being in a creative and complex society, by being a responsible citizen, that votes, that participates in activities and may have the alternative to participate in activities, that can read the opinion makers, and can perform the manual skills it takes to write to the legislators and tell them they're all wet, and by being able to compete for a job in the employment market.

MAINTENANCE VS. TREATMENT.

Now, those people that we are maintaining are not effectively participating. That is, any time you plan a maintenance program, you have not allowed the person to actively participate, and welfare is a good example of maintaining a population, and perpetuating it. There has to be a treatment program that is designed to go along with this type of thing or we just increase the population. And it is interesting to watch the social revolutions of the world if you pay attention, or like to read history. The social revolutions of the world always happen within the "gray band". It is not the people that are making it a revolt. And if the poor people, if the non-productive people grow as in, say South American countries, to a majority of the population, then those that have it, lose, and those that haven't got it, gain, because they take it. This is social revolution. But watch these things and see what happens if you want to be a student of society, and social revolution. Because we can have some real good ones in the United States this summer, like Watts, California. This is our population that we have to do something with. That is, we've got to provide them with the opportunity, and this has to be a reasonable alternative. Now, just opening a school building is not going to be enough, or just opening a class is not going to do it. They've been there already; they've been at that well, and it was dry when they were there the first time. So we've got to fight it in a different way. You see, it is not education that the school dropout does not want. He is rebelling at the package it is wrapped in, and we've got to find some new materials to wrap education in, because the person wants to learn; he wants to learn; he wants to be educated; he wants to participate. I've never found a person that wants to live on welfare, but I've found a lot of people that have so many problems that they can never find anybody to tell them what to do about them. You see, it's one thing for us flippantly to say "Aw, get a good education and you can take his job". What do I do? Where do I go? I used to have an interesting time, and I still do, in these areas where we can't get the school superintendent to go along with adult education. I'll put on my old clothes; I'll go in the school superintendent's office, and get past the secretary somehow, and sit on the school superintendent's desk, and say, "Ahem, Mr. Jones", and he'll say "Yes, Mr. Jones" "I just moved into town, and I'd like to go to school". "Well, we haven't got anything". "You haven't got anything! I can't read and write and I want to learn. I just moved in. Isn't this where I go to school? This is what they told me. You mean you don't go to school here?". "Oh, we go to school here." Well, can't I go to school?" "No, we don't let people in as old as you are." "Well, don't you learn to read and write here?" "Well, this is what we do, yes." And I go on with this dialogue for about ten minutes until the guy is really exasperated and then I tell him now, this is what you've got out here in your community, and this school should be running 24 hours a day to meet the education needs.

Well, this is the direct frontal attack theory, and it's the shock treatment. We got their attention this way. And let me tell you the story about getting peoples' attention. Sometimes we have to use this. Are you familiar what a mule is? Well, there was this man that had a mule, and this mule was a very, very good mule that would work all day. Everybody in the community knew what the mule would do. So one day, the man, his neighbour came across and he says, "Neighbour, I want to buy your mule." "Mr. Brown, that's very nice. You want to buy my mule, huh? O.K., tell you what. Need two things if you buy my mule. First is, if you got enough money to pay for it, and second is that you don't abuse it." "Don't abuse a mule? How do you ever get him to work? Alright, I'll buy your mule".

And he took his mule home and like all of us when you buy something new, you've got to try it out immediately. So he put the harness on and got it back of the plough, and said, "Get up, mule." The mule didn't even twitch. "Get up, mule!" The mule just sat there, and so he pulled and he tugged, but he didn't hit it, didn't abuse it, and he couldn't get that mule to run. So after an hour in the hot sun, he walks back over to his neighbour. "Neighbour, that mule's no good". "No good? Why, I never had any problems with him. Let's go over and see". So the neighbour saw his mule out there in the field, and as he went through the farmyard, he picked up a six foot two-by-four that was laying there, and never said a word to the mule. He just got in front of it with that two-by-four over his head and he brought it down right between the ears. Splat! The mule shook his head, the former owner got back of him, "Gee up".

Ploughed a straight furrow right down the field, turned around and ploughed a straight furrow right back. The guy that had just bought the mule just stood there with his mouth open. When the mule stopped in front of him he said, "But neighbour, I thought you said you didn't have to abuse the mule". The former owner looked at him, "Oh, I didn't abuse him, but I had to get his attention!"

Now, in order for adult education to be effective, many times, we've got to get their attention and we have to use some interesting clubs at some time. Alright, now, so this is what we are trying to do is move a whole idea of education: that is is not just a child activity, that it is equally valuable for adults, and we've got to achieve this not only with the target population (that it is not a crime to be under-educated, it is not a sin to be this, and learn to read and write) but we've got to change the attitude of the affluent, the power structure, and the adult administrator has to carry on both attacks at once. We've got to have the affluent people knowledgeable about the problem, and what we've learned to do with it, and we also have to have an activity where it is the 'in' thing to do, to come to basic adult education, that there is something wrong with you if you don't come, if you need this type of education.

I can give you several examples. The biggest example of this, and I admit that it scares me to think what we did after we did it, was when we went across the state of North Carolina, and trained 3300 teachers in six weeks. And we got 15,000 in class in two months. Now, would I try it again? I don't know, but what happened here, is we changed the entire attitude of adult education. We brought the problem out here to 3300 people that were out articulating it whether we used them as teachers or not. This didn't make any difference, but we created the image of adult education; that this is the thing to do, and Monroe Knapp, the Director of Adult Education down there, writes in the April issue of Audio-Visual Aid Instructor that there is no problem getting students, there is no problem getting teachers; the problem is getting money. And he maintains a program of 10,000 year-round. They just keep coming; of course, he's got a million and eight hundred thousand to teach in the State of North Carolina. And the well will never go dry, because the society keeps producing enough, you know, 10,000 a year, to keep going into this.

Now, I've tried this in particular counties where we create a mass of teachers. And then what we do is make the teacher the recruiter. The teacher goes out and gets his own class, and in this relationship they know the people before they get there, and the people know them. And we found this the most effective way to get a program going. Because if they want to go out and get a class, they're interested in the people, and the people that don't want to, that don't want to put the leg work in on this sort of thing, drop out before this.

It's quite interesting to get a teacher, and say "Go out and get yourself a class and hold it any place you can find room". And they hold them every place. It makes a good thing for the economics of what we're trying to do. You see, one of the things is, why should you all of a sudden try to teach these people? Well, we heard business tell us last night, why industry wants to teach theirs, because they've got a critical need, and they will provide basic education for them. And, what are we talking about when we talk about a functional literate? Now, functional literacy is a term that we're going to have to define. We have heard basic education called everything from 0-to-4 to 0-to-12 last night. We haven't really decided, however, what we mean when we talk about a person that is under-educated. So a person doesn't know really whether he's supposed to feel bad if he only went to eighth grade or to fourth grade. If we're going to label people, let's label them with the same label.

DEFINITION OF FUNCTIONAL LITERACY

Here is a definition of functional literacy which is universal. Functional literacy, as I define it, is that level of communication skills developed in order that a person can effectively participate in the social activities required to be a citizen of society and effectively compete in the employment and productivity of that society. The literacy level of any society varies. What is required in one society will not be required in another. The so-called underdeveloped countries may not be underdeveloped according to their progress in history. For instance, a country that still relies on tribal rule and oral communication may not be underdeveloped. It is underdeveloped by our standards, and we cannot impose our values on theirs. I have never heard any government, or people from any foreign country call their country an underdeveloped country. The label is put on from the outside, not the inside.

Therefore, in many of these countries a gigantic literacy program is what is needed first. They have nothing to read. I trained missionaries for some countries in basic adult education, and this is the problem. They say, "But they have nothing to read!" I always reply, "Well, why teach them to read then?" Everybody should be able to read, we say. We want to teach them to read. Next there is the problem of what dialect of the language. And so on.

Let's translate this realistically here. In a Title 5 Program in Canada, the level has been changed to 0-to-12. What grade level do the journalists hit? Eighth grade - that's two grades higher than the United States. The Reader's Digest is sixth grade, and the slick cover, viz. World Report, Time, etc., is ninth grade in readability. Most of the government publications are twelfth grade, and most religious material is twelfth grade. One that we did readability on was fourteenth grade. You have to have two years of college in order to hear what that church is saying. They are missing a lot of people. We think we are reaching the masses when we send out great volumes of literature, but that is not necessarily so.

That's the functional literate - everybody that performs below an eighth grade competency level in communication skills in the United States. Real achievement is not the grade level of school completed because the average dropout is functioning at one half the grade level at which he dropped out. He is functioning at one half the grade level. This is from a census population, testing 50,000 people that dropped out of school from nine different areas in the United States. If he dropped out at the tenth grade, he's functioning at about fifth grade level. It is interesting, I think, that in math skills males will be one grade higher than in reading. The females will be the reverse. They will be minus one grade. Their reading ability will be higher than their math ability. Dice, cards and money are teachers of math. This is quite true. Our function is to get the functional literate into productive society.

Let me give you an example. There is a graduate equivalent development test that an adult over 21 can take. If he passes it, he receives a high school certificate. This was started during the Second World War when we drafted people who couldn't finish high school because we went into the high schools and drafted them. Not to penalize them, we gave them equivalency examinations, and, if they passed, they were given a certificate. Now, there are 39 states in which this can happen. Programs were set up for area information. High school programs at what we call level three class, including math, English, social studies and physical science. But the problem was that it would take you seven years of night school to get your high school education. You interview a 35-year-old man with five children. He comes in for he has to have a high school education to be employed. By 42 he should be able to be employed. And, as adult educators, we have to meet his needs. We can't say "Well, you go through this process for seven years." Now, for high school teenagers, we offer socialization and culturalization. This man has five children. He couldn't care less about socialization and culturalization. He's got to get out and become productive, become responsible, feel like a human being. So he is given a concentrated academic program. Now we can conduct these in the school. We were just invited to do this. But this is a real breakthrough.

We have six to nine months, depending on where they start, depending on their deficiencies when they come in, in which they could receive their high school diploma. They can then go to college; they can get the jobs they need. This is the program in, what I call, basic education. (Basic education for me is through 8.) This is what I refer to as basic education. It feeds into the G.D. program and, in about two years, they have their high school education. What is built into the basic education program? I have shown a few curricula during this meeting. They are designed for different situations. You'll find that some of them are citizenship training; some of them are living in an urban centre. Some are programmed to the curriculum, so that as people learn, they learn things that can immediately be put into practice. This is the adjustment phase. People will come to a class for a certain thing so you build social services available, social responsibilities. If employment is the issue, you build in how to find employment, where to look and such like. These things are built into basic education because they are basic education.

Every course must be designed to meet needs, both felt and real. Needs of the clientele, your target population. On the east side of Toronto you'd have a different type than on the west side, I think. There is no one program, no one material, that can solve the problem. It is the flexibility and the creative genius of the adult educator who knows all these things that I submit to you.

System for Success is a program a lot of people seem to be using. I happen to have my name on it, and wrote it, but I'm not here to promote it. It is not going to solve the problem, but it can be helpful in some situations. In others it's not. I wrote five separate systems before I came out with System for Success. I can take you through every approach to reading there is. There were 20 boys, locked up in prison, so they didn't get away- who stayed with me for about two and a half years. We tried one approach, educationally, philosophically, psychologically sound, but the boys didn't learn how to read and write. Back to the drawing board I went until finally System for Success came out.

A few words on indigenous leadership. The indigenous leader has been so busy protecting poor people from the affluent society that he hasn't had time to do anything constructive. Here are some ways how to find the indigeous leader, how to develop him, and how to involve him in your programs.

If you have a cheque to cash, who do you see? If you need your hair cut, who do you see? Now you will know if you are getting to the people you want. Work through people. Second thing, who do you see if one of your families is in legal trouble? Maybe he's in jail. If your son's in jail, who do you see? For those that have children, who is the midwife? This is one of the most powerful people. One of the most indigenous leaders for the poor people is the midwife. Midwifery is still very much prevalent even in the big cities. Who takes care of you if you're sick? Who do you ask if you change jobs? or seek employment? If you ask this question enough from enough people, you will get five or six names. It might be the minister, it might be some businessman, it might be a teacher, it might be a nurse that lives in the area, it might be anyone. These are the leaders. These are the people that can check your program through.

Get these names of people to whom others go. The indigenous leader is the one who cashes their cheques; the one who gives them legal help; the one who is the midwife; the one who takes care of them when they're sick, etc. These names come from the people. You talk with these people, sitting out on their front steps, and you know, you've got to be very casual, have lots of afternoons to sit and talk, but it's worth the program.

Some of these are institutional people. There is the institution. Our activities relate to an institutional activity. Most of the things we do we go through an institution. You deal through institutions. The distinction I'm making is that poor communities deal with people. There is a buffer zone here, the indigenous leader. He translates the institution action. People go to the indigenous leader, who intercedes for them. Let me illustrate. We needed four indigenous leaders to set up a basic adult education in Newark, New Jersey. What we were trying to reach was the 16 to 21 year old. What we found were a bartender, a man that worked as a clerk in a store, a housewife, and a man that was unemployed. We trained them to become basic education teachers, and sent them out to recruit classes. One thing that is important here; they had all been raised in the concrete jungle; they had been raised in the housing project. At that time, the bartender did not live in the housing project, but he had come through it. He knew the frustration of the community, he knew the pulse of the people, he knew what they were going through. These then were the people who were indigenous leaders.

The selection process here is: you ask the poor people to whom they go for help. If you continue hearing certain peoples' names, you'll know who are the leaders. If they don't know who's preaching down at the church on the corner, then he's not a leader. You don't select them because they belong to an institution, but you select your indigenous leader because the people can give you his or her name. They are leaders because of the services they perform, not because of the institutions they are connected with.

You can get this information by just going around a community. You can sit down and you can play euchre or poker. You can get this information if you put on your tennis shoes, your levis and go there to get it. If you carry a clipboard around and say, "Who do you see? how do you spell that?" You're not going to get it.

Now I wouldn't be there if I could not set up a continuing program. Thing is that we as adult educators do not need to be dictated to by society as to what our job is. We should be telling society what our job is and what we'll do. Watch out for crash programs. Adult education is growing up. That's like your going to the doctor, and saying to him, "Listen Doctor, you have to operate on me for gall stones!" The doctor says, "You don't have gall stones." We must know what we're doing. Let's slow down and take a look at what we're doing with people, and who we are as professional people. Many of the programs we set up, we will suffer for in ten years. Why? Because we'll have it to do all over again. Let's watch what we do, so that it will not die after it's three of four months old. Consult the indigenous leaders as to the type of program. You should offer suggestions, but in the community involved you cannot dictate to the indigenous leader. The people will check it out through him as to whether they're going to take the program or not, so you might as well include them in the beginning. You get these people together. You go around and see them individually. You're going to form a committee. These are the people that you call up and say, "Listen, Mr. Jones. I've got a problem. I think that maybe we need an adult basic education program here. Do you think anybody would come?"

"Don't know. What you expecting to get out of it? What is it? If you don't take time to write out details, if you don't communicate your program to them, and show that it's workable, then you haven't got a program that will help the people. This is a good check on ourselves. Adult educators are supposed to be able to develop goals in ther programs. If we can articulate it to the indigenous leader, then we're well on our way. Any program we can articulate, and communicate to people and elicit response is a good program.

A good program should be clearly defined and programmed in your mind before you talk to the indigenous leader, but you must first ask him what is needed. It generally comes down to one of six things: education, housing and health, recreation, food and clothing, employment and religion.

Family relationships come under education. Don't try to provide a family relations or family budgeting type of program. Marriage counselling programs assume that something is wrong with a marriage. Few people feel that there is something wrong with their marriage. They have to be told. You can put this into a basic education program. You can put it into an education program that involves health, clothing and food, diet and nutrition. You can put this type of overall general family relations program in many different packages.

We're talking about a basic education program. When you start in basic education, you have to be ready to stay for a long time. Everything feeds off it. Basic adult education is the place to start, because this is the greatest information dispenser, and the people generally want education. I haven't found anybody who does not want more education.

Now for some it's a little hard for them to get it. Like our Harlem youth, our school dropouts from Harlem. We assumed that we had to go down and get them. This was our fault. I've made all these mistakes. Any time you say you have to go down and get them, you're saying that they don't know what's good for them. Well, they came voluntarily. They paid their own transportation. They brought their own lunches. Most of them didn't eat, but they would go to school for eight hours a day. This class is still going on. It's held at the National Association Manufacturers' Building at 277 Park Avenue. We said we're starting an education program downtown. Ten came at first. We taught that class. We made two of them teachers, and they went out and recruited the next class. And that's where we are. We told them the truth, and asked them if they were interested. Any time you start taking on the responsibility of the people, you take on all their problems, not just the academic problems. This is an adult. He's all kinds of things. The strange thing about the poor is that he never just has one problem; he's never just under-educated! He's sick, he has bad teeth; he's undernourished. He has all these problems, and then there are the problems of his children, his wife and everything else. For instance, one lady wouldn't let her husband go to class without her. So she moved up with him and came to class. Every time he went into shop, she watched him. What did we do? Of course we allowed it. We didn't say you can't come. This is the way they operate. One of the problems we had in residential training was that we did this on the college campus. They did the same things as a college freshman often does who comes from a poor area. Their trips home started to get farther and farther apart. They started to lose interest. They learned to read and write, and then they went home and this girl with the bushy top and the bad clothes soon became an illiterate slob to her husband. We discovered that you don't start a program by separating the institutional heads. There has to be an equal and complementary program for the wives at home when the husbands are in residential sessions. One operated on one set of standards and one operated on another, and never the two did meet! When you become an adult educator, you have to have knowledge of all the services in the community. You have to supply "go-with" help. There are people who have to go to the hospital for health problems. In the Planner House Project, we had a person who passed out in class. We had to take him to hospital. In addition we supplied dental care and glasses to others.

We have to wrap education in many boxes, many parcels. Child care is one of the things. People are so eager to come to school many times that their children are neglected at home. They'll abandon babies to come to school if they have the opportunity. In Tallahassee, Florida, a person came 60 miles and left a five-month-old baby unattended. She was going to be gone a week. These are the things you have to watch. The undereducated adult is subjective in nature. He only plans twenty-four hours ahead. They have been living out of next week's pay cheque for the past ten years. If they had enough food to get them over tonight, let tomorrow worry about itself tomorrow. This is the way they program their lives. They cannot conceive of going to a residential centre, staying more than a few hours, because they've never been out of the house more than a few hours. They've never travelled extensively. These are concepts that are unknown to them and we've got to care for those. Build in nutrition, build in citizenship; build in diet into your basic education as materials. This is the thing they're interested in. They may learn to read by doing this. This is where they operate; this is where they live. Let's make them functional in this area.

If we hold classes in a community and go into the situation and utilize the sub-professional teacher from that community, there is nothing to threaten them that they need better clothes, that they need a better existence. Through the educational program, they can find the objectivity to get these things. We do it backwards many times. We think we should imporve their health, their food and diet, and all of this. When they get it up, they haven't the tools to sustain it. But they are better off than they were. This is the type of change that you get in the situation. People have to take these steps. Let me give you a saying here on which we operate. "You can't any more do that what you ain't never done than you can come back from that place where you ain't never been!"

When I started basic adult education we were all schooled in Laubach. That's all we had. This is where we started; today everybody is an expert in the whole of literacy.

There must be basic education and skill training in the format of any program. Skill training is ingeniously designed into all functions to rehabilitate housing in our project in Delta, Mississippi. There is painting, upholstering, sewing, plumbing, electrical work, etc. We form work crews in the areas of interest. We ask the people what they want to learn to do. Now basic education consists of 20 hours per week of nutrition, family relations and all the rest. Then for 20 hours a week they work at skilled jobs. All of their projects and materials are utilized in their own housing. That is, in the upholstery shop they're repairing their furniture; in carpentry, they're putting new roofs on, they're fixing foundations, pouring cement porches and this sort of thing. If you just put people into a new house, or if they build a house, they don't know what to do with it. But if they do things themselves in training, they benefit in their own homes. During the summer there is a tutorial program for the children. We will test them all, and, according to their grade placements, know what their real achievement is.

COMMENTS ON INDIAN AFFAIRS PROJECT IN NORTHERN ONTARIO.

Negotiations were made with the Quetico Centre on a skill training program, in which 19 indigenous leaders from communities that are leaders in the construction industry in their area were brought together.

Quetico Center as you know, is in Northern Ontario, about 20 miles from Atikokan. We have at present time 19 men who are trained there in in order to be able to carry on a building program in their own communities. Some will be able to be foremen and others workmen. Most of these were without formal education, and they have learned how to read blueprints. They have built model homes and now they are constructing a full-sized home, according to Indian Affairs Branch specification from blueprints.

There is another little school that is operating about 70 miles north of Red Lake, Ontario, at Poplar Hill, set up to teach young adults how to live better on their reserve. The Mennonites operate the school, and they teach the girls how to live in their homes in the north, using equipment they can purchase at the Hudson's Bay Store, or from the local free trader. The young boys are booming the logs down by canoe; they run their own sawmill, they cut the logs; they build the houses. Then girls move into the house and set it up. The boys build the furniture, the girls put up the curtains. They have a four-acre plot for gardening.

They are utilizing this training program. In the summer, groups of of students from Poplar Hill go into communities and take one or two homes from the communities, Arrangements are made with the Chief or the councillors of that particular band, reserve area or Indian community. The Indian Affairs Branch supply all the lumber for this. The students go in and update the house. They take away the tin bed that has been shipped up at various times, and they put in lumber - local lumber, to show how it can be utilized. This is just part of the program that is going on. There is a lot more to be done.

The Mennonites have the project written up in a booklet, called "The Horizon". It outlines the work, the student staff and the role.

The housing is for reserves, they will concentrate on those areas with some ability to be self supporting from an economic point of view. The 112 million dollars is not just for housing; it's also to provide services in the area.

COMMENTS ON PROGRAM 5 IN B.C.

Program 5 in British Columbia got off to a good start but there has been nothing but frustration ever since. In 1960 our Board told us that we'd better do something about the unemployed. We made special arrangements with Ross Ford to run an experimental program to try and teach just ordinary basic education. We received permission to run two different kinds of classes; one which would bring people with a considerable amount of elementary education up to a Grade 10 level, and another group to take people who have some high school or a little bit of high school, who had finished elementary, bringing them up to about a Grade 12 level. We were told openly that the people would come in from the streets to get out of the rain in Vancouver, but they wouldn't stay in the classes because no one wanted education at all. Hobbies and crafts were needed for these unemployed people. In spite of that we started. Seventy-five went on the 8 to 10 program and another 75 on the 10 to 12 program. We had quite a time for the first two or three weeks getting these people so they felt comfortable in the school system, because it was in the school building. We put them in an adult vocational school, not a traditional centre. We happened to run an adult vocational school and we had good teachers who understood these people and didn't talk down to them. After two or three weeks, the classes settled down. The majority finished the course, and a larger majority got jobs. We received permission to continue this kind of class for the next year. At present we have a month-to-month approval to run this kind of a program. We are restricted to eight teachers in our system.

In general, the program has been kept at the very minimum. We are not allowed to teach anything except English, Mathematics and Science. There should be something in the way of a social science related to this, something about the laws of our country, the government of our country. The classes have been kept pretty well under the control of the provincial government. They are proposing now to offer some of these classes in some of the provincial schools. The Grade 8 to 10 people we have on the four month course. We found this a little short; now these classes are five or six months. The ones who have 8th elementary and some high school are on an 8, 9 or 10 months course. We found that there was still another group that needed attention, thosewho do not have above Grades 7 or 8, or very much education. In July we pick up people who have a very limited education and prepare them for the 8 to 10 course.

The classes involve men and women of all ages. Some of the older people adapted very well. They study six hours a day from a variety of program materials. They come under Program 5 with free instruction and if they require subsistence, this is done by another agency. There are 15 to 20 in each class. Many of them are paid. 600 out of the 1400 in the school who get paid.

COMMENTS BY MR. LAWRENCE CARRIAGE OF THE TRADE AND TECHNICAL TRAINING BRANCH, ONTARIO DEPARTMENT OF EDUCATION.

It's impossible to tell you what's going on in Ontario in Program 5 in five minutes. Program 5 is part of a federal-provincial agreement which is in fact a cost sharing agreement. Each province has a different educational problem to worry about, and this is why you hear different things in Mr. Whate's comments than in mine. It is left to each province to decide to a great extent how the agreement will be implemented. In Ontario, Program 5 is actually part of a much bigger program. We have decentralized the program completely getting it out into the community. We tried and used existing institutions. We are operating in 40 centres throughout the province with local Boards of Education as the agency. Today in Ontario, there are about 10,000 people involved in the program, on a budget of about 20 million dollars.

It amazes me constantly that the agreement designed some time prior to 1961 is as good as it is. When you think this far back, someone has done some pretty clear thinking to get down on paper at that point, what was needed. It was never intended to resolve all the problems we have discussed, such as adult education of the social illiterate, etc., what you must remember is that the legislation you work with is being forced to fit specific problem. What we really need is more legislation to do what we need to have done. We cannot expect miracles from Program 5. It is designed to take the unemployed person and to employ him as quickly as possible. The limitations haven't been money, as most people assume. The limitations are strictly the imaginations of people who are involved. As far as Ontario is concerned, we have a lot of imagination at work; we have a lot of successful projects, but we shouldn't try to build adult education around Program 5.

I would like to go on and on about Program 5, especially since it is my responsibility, but I want also to broaden your thinking.

The Department of Education in Ontario is not involved in adult education as it happens. It's involved in co-secular education. This is another thing again. We need to go through legislative channels. In other words, what I'm trying to say is, get out to get something done! Probably one way is to get the Minister of Education to call a conference on Adult Education. I don't think ther's ever been anything that formal called in the last few years. Our Minister called a conference on school planning. As a result, a separate section was set up, and, as far as I know, there's action. Similarly, there was a conference on automation, education and automation problems. Influential people gathered together, and their energies were channelled into getting something done, not just talking about it. If I can add anything to this, I would say simply, we've got tools now, but let's get on to build a structure that will resolve the problems we define.

COMMENTS BY MARY FERGUSON

I want to comment on what Mr. Carriage was saying at the last. I've been concerned throughout this conference that we're talking about programs we are doing and not saying anything about the programs we are not doing. There are much greater things to be done. We have been told that there are over a million people with less than Grade 4 education. How many have less than Grade 8? I don't know. But we haven't been able to discuss these people yet. They're employed just now, at least, most of them are, judging from the figures, so they have no chance of getting into Program 5. They have no chance for getting into Program 4 because they're working for employers who don't care whether or not they ever get any more education. These employers are employing unskilled labour; they don't want to release their workers; they want to get them as cheaply as possible. So there's nothing there for them, and we have no legislation to cover this employed group, except the old thing we've been doing for years and years. That is, they take night classes two nights a week, six months of the year in our secondary schools. How many, many years is it going to take for Grade 0 to 12 at that rate?

We need a package deal, like Program 5, so that they can take after-hours courses or Saturday, or even five months leave of absence to complete courses.

Not only this, we have no field workers to promote a program. They're hidden; they're lost. You have Department of Indian Affairs people with responsibility to set up camps; you have N.E.F. channelling people into Program 5, but this great mass of people aren't being touched at all. We need legislation, community counselling and we need a lot more teachers, and training programs.

This is the problem that we call, for the lack of a better word, the under-employed. People who don't technically qualify for Program 5 because they're already employed. There are many who could be improved tremendously. We have Programs 3, 4, 5, 6 and 8 packages that coordinators will be getting very shortly, to encourage them to use existing facilities. We are training the unemployed in four or five centres, but the concept is to try and build from that point on. There will soon be a lot in the works about the use of existing facilities for retraining other people, including the concept of nominal fees for allowing people to attend these courses.

ANOTHER COMMENT:

I was asked to say what we were doing, and at the present time, this has been the only attempt by anybody to give a basic education program of some sort under federal auspices. It is a starter. Let's not coast on that. Let's look at other things. The Citizenship Branch provides all sorts of money for teaching English to New Canadians, but nothing for teaching English to our own people. There are illiterates in Vancouver for whom theres no federal money, yet money is available for immigrants. The Indian Affairs Branch until recently only gave money to Indian programs when people were on the reserve. In Saskatchewan and other places, people leave the reserve, and become the responsibility of a local area. They need special attention. We need all sorts of these things. Let's get a legislative package that will let us do the job that has to be done.

I'm thrilled to hear the Ontario man say we're going to use existing facilities. Usually governments come along and build a brand new building, and a separate department. They duplicate all the facilities and administrative setup; and we do not get our best dollar value. Perhaps there should be a question mark there. Maybe we do. Using existing facilities for everything we can, the administrative staff for whatever we can, such a comprehensive approach to this task is the way we are going to move ahead.

ANOTHER COMMENT:

The only limitation is our imagination. If we wait for the legislation, who knows how long we'll wait? If we come out with sound ideas, reasonably well-thought out, then it seems to me, in my limited experience, we can go to a government agency with a proposal, saying that we need this amount of money. Out of that kind of thing will come a legislative meeting. I don't think we can wait for legislation.

COMMENT:

The current legislation provides training for anybody in any occupation employed or unemployed, adult, youngster, or anybody else.

The thing it doesn't do is to specifically supply subsistence for people who leave a job to go into training. Now under Program 3 which will cover any training, whether basic training, or occupational or technical training, almost anything can be done. It is not an integral part of the operational cost of the program that living allowances, or allowances for maintain, are provided. They are provided at the discretion of the province. The legislation says that the federal government will share with the province in the cost of any such provision for students who leave a job to go into training. The actual promotion of the training in the provinces is a provincial responsibility.

DR. HENNEY:

Mass programming is an area of my concern. If you want a program for two to four thousand people, then this is what I try to design and initiate. We are not going to solve the problem by dealing with thousands. We've got to solve the problem by dealing with hundreds of thousands. This takes a mass programming type of thing.

This is the first time such a group of people have come together, in Canada, for discussing this situation. It is our responsibility to make the snowball roll. Since 1961, you have had a permissive legislation, and now we discover that it's not generally known. What's supposed to happen? This is a breakdown of adult education. I don't know what my neighbour's doing, but I've got this job and I'm working hard at it. It's like going out and ploughing the field with a mule every year. Finally somebody comes along and says, "Hey, I have a brand new thing - it's a tractor."

We need to get some type of communication going around. In mass programming what type of legislation do we need? The legislation that is needed is legislation to establish adult education in providing materials, teachers and administrative costs. Out of this package, you can design the type of programs peculiarly needed in your local area. You are working for adult education, a variety concept. You don't want right-restricting leglislation. You want to write permissive legislation in that, if you get "X" number of people together you can have an adult education class underwritten by somebody. The next step is to establish teacher training in adult education on a mass scale. We have to develop a core of teachers, and this core of teachers has to be bigger than the present core available to teach children, mainly because the number of adults is larger. If you're dealing with all the people from 50 to 140 you've got a larger population than the school system. You cannot overtask already working personnel because if you take a person engaged in public school instruction and put him in evening instruction, or adult education, you're robbing both programs of efficiency. No person can teach for six hours in one situation and six hours in another. The interaction of personalities causes you to start climbing walls. If you have 30 children all day and then you have to face these adults at night, you're exhausted already. Someone comes in and says, "My baby's sick and I don't know what to do." Your metabolism is just about shot, because it's Thursday; you've been doing this for four days, and you make the fatal mistake of saying, "Well, I'm a teacher; I couldn't care less." So another adult is lost.

We need a different corps of teachers. We need to develop reliable sub-professional training programs. If you get a person who has typed all day, and put him in an adult education class, he is changing jobs. Educational research shows your efficiency picks up if you diversify your task assignments. Now, what does that mean in adult education? It means you can use the resources you have in the community to educate. North Carolina is a good example. There is one doctor in a community who wanted to teach! He had always wanted to teach, but his mother told him he had to be a doctor. Well, he taught and it was a relaxation for him. We can get this kind of people involved. It doesn't hurt our image in the community using this kind of people either. If anyone knocks the adult education program, they've got Dr. Jones to contend with, because he's part of it.

There is a teacher shortage in the United States. Perhaps there is one here. Don't design the adult education program so that you "short" the already critical market. We have to come up with something else because we are in the field that is already overtaxed for competent staff. We've got to come up with some other type of training. We need a training program that can produce at least 1,000 people per province per year. This will give us the possibility of training 20,000 a year, at least, to a functional state - eight grade level - if we have 20 in each class.

Class size is critical. We have the efficiency up to 15 for a level one class and 20 for a level two. Now this is 00 through 4, and 5 through 8, according to my calculations. There is another breakdown in adult education. There is the four step level to 12 and there is the three step level to 12. We haven't defined which one's will win, but we are in the throes of doing it. But we have to be efficient. We have to come up with a competency level. We have to keep our quality control up.

Education is a service. If you engage in a vocational training program, industry should be knocking at your door for your graduates. Industry should be knocking at your door for your school's graduates only if you're producing a product they can use. Education is a service organization, and, as a service organization, it is necessary for them to produce a product that is useful. That is, we have no right to involve a person in education from 6 to 16 in school unless he can be a success at it. There is no use involving him if he can't have a successful experience. It's inhuman; it's not our right, but yet we do it. If the person was not a success in school in the first three grade levels, he shrugs it off psychologically. He becomes a discipline problem. However, we make him stay in school until he's 16. He has been unsuccessful in the school situation; we made him stay there. We've built hostility, and this hostility is internalized and he becomes a psychological problem. Or - if it can be externalized, he becomes a juvenile delinquent. In our society a person can succeed in one of two places - either in school or in crime. We give him no other choice, because he has to have his leadership potential developed some place. If he's always in the back seat in the school, he will be the leader out on the street corner. The young people who have failed at everything else attack the authority figures. Watch your riots. They attack the two authority figures; business and the policeman.

A permissive legislation that will give us the latitude of offering anything that is needed, basic education, etc., is needed. We have had restrictive legislation. Restrictive legislation often makes you put things in. Many times we are restricted to Indians or we are restricted to immigrants, or we are restricted to people with one left ear. Examine how much money you spend for these people. Suddenly people who have nothing wrong with them except that they need education come along. Do they have to be peculiar before we write legislation for them?

Keep control of your training as adult educators. Adult education is different than child education. Don't assume because you use teachers for the public schools they can train adult educators. They can't. It takes two to two-and-a-half years to produce a trainer. We have to develop these. Secondly, if we're going to have to start creatively, start thinking about facilities.

The North Carolina proposal is as permissive a proposal as I have run across. Adult classes can be held any place, any time, by anybody. In Goldsboro, North Carolina, for instance, every night of the week, people come out of their houses with their chairs, and walk down to a building on the corner. It's their building because they feel at home there. They're not threatened, and they have a part. It is their class. They decide on the times to meet.

COMMENT BY BILL MAY, B.C.:

We have an approach to a program for adults in B.C. in that the Department of Education recognizes as equivalent any adult student who comes in and writes provincial departmental examinations. They call it a private study category. Anybody can come off the street, and write the exam. If they pass, they get a departmental credit. The adult education programs for high school credit are built around this plan. We operate programs that, through evening classes, could enable a student to cover a complete standard high school program in about 3-4 years. People are doing it all the time. In addition, the Department will also recognize the ... level of equivalency. These can be administered through school district adult programs. They are given school district certificates, and these are valid currency. We're not entirely happy with it however. It is not really an adult program. The subject matter is identical to public school subjects. It does work, though. A teacher is anybody who teaches adults. I define the teacher by his immediate task. Now, when I say the non-professional teacher, I mean the person who has not been trained as a public school teacher. This does not mean that he hasn't been trained in something else. One of the best things if you want to tie basic education and on-the-job-training together, is a journeyman in skill job training. Let him teach basic education and skill job training, in a classroom. You'll get a craftsman, and a good product. If a man has been in an area for 20 years he has pride in his work, and, having pride in his work, he's going to be harder on the other person and teach him what he needs to know in order to perform. This is back to the old apprenticeship idea. If you follow around and carry the tools of a man for five years, you become like him. The motivation to teach must be a sincere desire to help another human being. Now, this can be done with part-time teachers. You can teach a lot of people with part time teachers. This is where you get the multiplier factor. You employ the teacher for two or three hours a night, three or four nights a week, In the States, this is impossible. We have tried and tried again, but Friday is marketing night. It is going-to-town night, and not a night-to-hold-classes. They have received their pay cheque and participated in extracurricular activity. But the motivation is that desire to help another human being. The instructor must see each student as a human being.

Now there are a lot of teachers who teach because of personality quirks. They must teach because they want to have power over others. In the classroom you have absolute authority. This is not the type of person you need as an adult educator. The adult educator should be in charge of the selection of teachers. The worst thing that could happen, is that you leave the selection of the teacher up to a committee. You know what a camel is? It's a horse designed by a committee.

COMMENT BY JOHN BAILEY:

If you select teachers from the population you're working with, you must run into the danger sometimes of having to refuse a teacher, or someone who wants to be a teacher, for the reasons that you've stated. This reflects on your teacher program when your future potential students say, "Well, why didn't you let Jones be a teacher? Jones is a good guy, and he lives next door to me, etc." There are problems. All I can say is this is the type of person we are looking for. This is the one who succeds. If you put Jones in a class, knowing he won't succeed, you have to decide whether you want to sacrifice 10 dropouts for trying out Jones. After a while, Jones will get mad and say, "The people don't want to learn," and he'll leave. So you've lost the teacher and the dropouts. How do I evaluate a teacher? I'll give anybody a chance if they really want it, but if the dropout rate rises above 10%, I get a new teacher.

When I set up a program, there is a three-day training period, a three to five-day pre-service training period for the staff. We know how these people are going to interact because we simulate a class situation to see how they perform. We want these people to know everything that is going to happen in class, to go through it. Then when they meet it in the classroom it's not new. The adult educator in a classroom does not have time to deal with methodology. He's too busy solving the problems of people. When you have 20 people who are undereducated, you have 400 problems every night. This is all you get done. We get their attention and tell them how rough it's going to be, what to do and what not to do. The training lasts three days - a 16 hour program - because we have found that, if you run over three days, an adult cannot learn productively any more than four hours. If you run an adult education program for any more than four hours, you have to have two hours of maintenance program, and four hours of escalation program. This means the curriculum is designed so that it moves up with new knowledge, maintains old knowledge. You can get efficiency in a four-hour period, but beyond this, there is no efficient learning situation. They make the same mistakes; they repeat the same errors. We have found that a 3-hour program at night is the best. A three hour, three nights a week program is the maximum for maximum efficiency.

After the pre-service training program, at the end of the three weeks, we have an 8-hour workshop. A workshop is an institute, and an institute is where we discuss the problems, the activities and how to do it. We start working on specific problems, sharpening with use their tools, integrating the actual problems they have. This is when we get feedback from the teachers of how the students are actually reacting, what problems they have. At the conclusion of this, at the end of two months, there is another 8 hour workshop. Every two months after that, there is an inservice workshop when we get everyone together.

In testing programs, we have a new concept of adult education just started, and that is the power, math and reading test. This is a testing concept where the person can see his own deficiency. It is a test designed to test the person, self-correcting in that the student corrects it and sees what he is missing. For instance, in mathematics, weakness in addition, substraction, multiplication, division, fractions, decimal problems show where he has to work. This is a new concept. I'll be glad to supply information on how it works. But the students themselves must measure their own progress.

COMMENT FROM BILL BAILEY:

I'm concerned that you used a 10% dropout rate as the point to determine keeping a teacher. I'm interested in how you calculate this dropout rate because the adult programs with which I've been familiar tend to have higher dropout rates than that. Now, I'd be interested in knowing just what you mean by dropout rate.

DR. HENNEY:

If somebody leaves the program for an undetectable cause - he's not in hospital, if they didn't have another baby, if they didn't move out of the community, if he just left the program and didn't come back, then there is something wrong within the learning situation. You see, one of the things the adult must have is a psychological and sociological success before he'll stay around to become an educational success.

BILL BAILEY:

I think that dropout very often is calculated on the basis of just how many people are no longer in the course.

DR. HENNEY:

Well, there is the terminated person and there is the dropout. The terminated person leaves because of work change, overtime, difficulty in getting to the school, these things. But there are programs with as high as 80% dropout. I say there is something wrong in that classroom.

ANOTHER QUESTION

Do you make no allowance for the joiners - the person who reads of it in the paper and wants to go, and does go, pays the fee, and then never comes again.

DR. HENNEY:

Well, there is a program whereby we can get that person back in. It is the responsibility of the teacher for students to attend. The teacher is responsible for the recruiting, attendance and progress of the students. Our productivity and quality in public school would go up if we paid the teachers on the progress the students make during the year. It's like the job shop - how much do you produce? We measure everybody when they go in at the beginning of the year, and you measure them at the end, and then pay is figured. This is the quality control that we're going to have to start putting in education.

DR. HENNEY:

My figure for dropouts is 10%. One of the problems I face is in designing a program to re-recruit the 40% that drop out later on. Let's keep them in while we have them, because they're no better off when they drop out. It always pains me if we cannot keep people in class once they start. I mean, all we are doing then is constantly starting people.

Now, there's a four step process on a dropout. The first time he misses class, we send two members of the learning team out to see why he missed it. Now, this is part of the learning team philosophy. This is a peer group acceptance. Something might have happened in that group that night that a person's fellings were hurt, and he came home and started pouting about it and thought "Well, I won't go back and more." But, if the peer group comes out and sees him and asks why he wasn't there, then this reinforces an acceptance pattern, and if this was the reason, he'll come back.

However, we send the teacher out if he misses two night in a row. The teacher goes out. Why? This is the authority. It's either the teacher or the students who embarrassed him. So here the teacher goes out.

If he misses three nights, we send the peer groups member and the teacher. We don't usually have to go beyond this. He usually comes back, because we've psychologically solved the problem.

What can you expect from part time instructors? If they want to deal with adult education, we don't promise them an easy life. If you want to work 18 hours a day, if you want to get low pay, if you don't want to sleep, become an adult educator, and I expect a teacher to do this.

QUESTION:

How long are your programs? How long would a class remain as a unit, for one year, 10 months, 6 months?

DR. HENNEY:

Our programs are designed for a four grade level for 20 weeks. So each level will stay together for 20 weeks, and then we have a testing evaluation. Some we have to re-program back into level 1, and some go on to level 2. At the end of that, they go to O.J.T., employment, general education development, high school completion - or they go into vocational training in some situation. Every 20 weeks we re-evaluate and test.

The testing - what do we use to evaluate the students? As little as possible. Now, I have practically reduced the testing (besides the power test) to proficiency. I use the Gray Oral Readingtest which is a 12 paragraph, orally-administered test. This is the test I use for placing, for grouping, because it is the best, the least threatening. We always conduct an interview to establish rapport, but we use the Gray Oral Reading for testing. This was designed by a man who was head of basic education for UNESCO, he used to be Professor of Reading at the University of Chicago, and it is published by Bobbs Merrill. It is done by the teacher. You see, we always give a week to two weeks for recruitment. During this time, they test, they interview, this sort of thing. We've got to make the program portable, so we train the person to do it. It's a lot easier to get people to train than to bring people into one center. If you train the teacher to do this, and give them a week to two weeks to get their class together, then you've got a lot of hands out in the community doing it. This cuts down administration and counselling costs.

The teachers get people. First of all they decide whether they want to teach level 1 or level 2. Level 1 is a different teaching program than level 2, and some people like to teach level 1 and some people like to teach level 2. She finds a person, and says "Well, now, we want to help you the most. We must know where to begin. In order to do this, would you read these paragraphs for me?

Why don't students attend classes? There are five reasons. They have to come to a strange place; they have to meet strange people; they usually come alone; they expose their inability to read; they attempt to do something they have failed at in the past. Now, you can see by your own experience that this is actually what goes through their mind.

When we offer basic education, the reason they don't turn up is not that they don't want an education, but that they're scared to death. In any adult basic education class, you have to protect people from this.

Another test I use is the Stanford Achievement Test, the S.A.T. There are two subtests - word meanings, and arithmetic computation. Now, this requires a pre-test and a post-test to evaluate. I don't use this to evaluate; I use this to place.

DR. HENNEY:

The learning team concept is the best classroom. Let me give an illustration. My first exposure to adult basic education was at the Indian Reformatory. My first observation was in a classroom, first grade. Mr. Jones, who had been in the institution for about four years, a national champion weightlifter, was in the first grade, and he constantly looked out the window. The teacher in the front said, "Jones, sit down.". But Jones wasn't particularly happy that day, and he started to walk towards the front of the desk. The teacher had already committed himself to authority. So he said, "Jones, I told you sit down!" Jones brought a desk chair up, and it disintegrated on top of the teacher's desk. I decided, right then and there, ther's another approach to education. I went to the playground in Bloomington, Indiana, where my boy went to school, and I watched children play for two days. I sat on a rock bench across from the playground, and I observed children playing. Here's what I discovered: I found that the children would come out to play, and when they came out, they would select a game, they would choose their rules (you know, childrens' games always have different rules), they select the leaders, and they select the team, they play the game, and they have their arguments, but they go back and play in the game.

Now, if you introduce an adult to this, they don't do it. The adult brings the ball that they're to play with; that selects the game. The roles are standard because they're usually P.E. majors that know how to write rules. The leaders are those who get along with the teacher, they may not be indigenous leaders. The game is played, and they have an argument, and the adult says, "If you're not going to play nice, we're not going to play!" She picks up the ball, and walks out.

Now, in the learning situations, this has to be done in the classroom. Neutralize the authority figure. Have no teacher, put everybody in a learning situation together. I parallel the adult educator in a teaching situation with a man driving a semi-trailer. The truck provides the power; it provides everything, light, heat, everything. All you have to do is herd it up the road. That's what the adult educator does. He never gets in the way of the interaction of the group. Even in physical arrangements, there is no standard arrangement in adult basic education. Why? Because many of these people have had experiences in school. They've sat in the last row, and all their school experience was in that they saw the back of the person sitting in front of them, or they'd look out around to see the blackboard. "Johnny, what are you doing out of your seat?" And he'd sit down and peek out again. When you're dealing with adults, there has to be a face-to-face encounter, a confrontation. You don't have a teacher's desk. The teacher sits here, because in adult education, the teacher explains only a more advanced knowledge of how to use the basic skills.

As you notice, I don't use I.Q. tests or anything like that. At the Indiana Reformatory they did not let anybody below 69 I.Q. into class. I decided to work with everybody under 69 I.Q. My Ph.D. thesis is written on standardization of I.Q.'s of less than 69. We did teach them, they did get through high school. They're not unteachable; it just takes a little different approach.

Thank you.

Saturday Evening, March 19th, 1966.

THE NEED FOR RESEARCH IN ADULT BASIC EDUCATION

- discussion leader, Mr. John Harr, Director, Elliot Lake Centre for Continuing Education.

Mr. Hear opened the session by pinpointing some of the areas of research that, from his experience, needed a great deal more attention.

1) recruitment: both of trainees and teachers.

2) development of teacher-counsellor qualifications: in a residential setting like Elliot Lake, teachers live 24 hours a day with the students, and have wide responsibility for morale and motivation.

3) assessment of achievement - from both teacher and student standpoints; relating achievement to standards in other agencies and in business.

4) development and assessment of materials.

A 1-3 year study of the Elliot Lake experiment was projected as being a worthwhile project. This would enable the research team to:

1) assess the most effective teaching techniques.

2) develop and adapt materials suitable to adult needs, and relevant to the students' unique Canadian experience.

3) study the psychological aspects of teaching adults at this level of life and experience.

4) study the sociological implications of such basic training in adults in terms of the effect on family patterns, social transition, etc.

Some of the accompanying problems to be pondered would be:

a) which agencies should do the research: social, educational, psychological, economic.

b) how research would be financed.

c) how to disseminate research findings widely to the field so as to reach practicioners.

The journal of the Adult Education Association of the United States often has good research documents, which they have commissioned or have compiled. Much of this information is useful and adaptable to Canada.

It was felt that adult educators themselves, nor most of the Departments of Education have the time, competence or facilities properly to undertake adequate research. More use should be made of the universities in particular, of the College of Education, who could steer graduate students into useful projects in collaboration with the adult educators.

PROGRAM 10: - a great deal of discussion centred on the availability of funds for research under the arrangements of the federal-provincial Vocational Training Agreements.

- some provincial Departments have made considerable use of the cost-sharing agreements (notably Ontario) but others have not been so ready to accept such arrangements. The Ontario Department has a Research Committee which accepts applications for research grants and decides priorities; but - unlike the federal-provincial ARDA agreements, where research money is available through application to the federal authorities - the provinces must take the initiative. Some of them have not, which means that funds are not available from this important source.

- It was suggested that, since the Agreements are to be revised in 1967, Canadian adult educators should, as a group, make a series of recommendations for changes they feel would be beneficial such as, that any agency with reasonable research needs should be able to take them to a university, who would then be able to apply, under Program 10, for funds to implement the project.

CENSUS: it was urged again that adult education use more widely the data available from the DBS census and Labour Force Surveys, and that educators make strenuous application to DBS a) for access to the files and tapes which are existent b) to program their surveys in such a way as to gather the kind of information that is needed.

STAFF RESOURCES: does adult education have sufficient staff resources to carry out the necessary research and, if not, where do we find them?

- it was stressed that to achieve adequate standards of research, it was necessary to found a real research organization which can attract and hold good staff, and which can collect the necessary contacts and resources.

This requires assurance of continuing funds, not merely sporadic grants for specific projects.

- it was pointed out that any good training program for adult educators has to be tied in with research possibilities, and that it would be at universities that one was most likely to find support necessary.

RECOMMENDATIONS: which came from this session are to be found with the other Seminar recommendations at the back of this report.

DR. W. E. MANN, Associate Professor of Sociology at York University has recently done a research paper on the problem of drop-outs from adult vocational retraining programs. (Excerpts from this paper follow below). He was special guest at the Research session and answered questions concerning his paper.

- the paper was a study of the sociological conditions related to drop-out patterns.

- a carefully-randomized selection of 16 graduates from the programs and 42 drop-outs were interviewed at length; numerous other students at the schools were less intensively questioned.

- the students were scored on a variety of categories: previous school experience, work record, income level, stability of activity, etc.

- also, along with the extensive questionnaire, note was taken of the students complaints and their verbalized reasons for dropping out.

QUESTION: Did dropouts have any particular goal in mind through training?

ANSWER: few strong notions of a goal came out of interviews, but this had not been one of the main goals of the study. There seemed to be, in general, only a vague notion of "getting a better job and higher income".

QUESTION: On the basis of the recommendations of the study, were any changes or direct implications drawn by the institutions involved such as changes in administration arrangements, or instructional procedures?

(Editor's precis)

ANSWER: there were, of course a number of obvious inferences which were documented, as well as some new insight into the problems of this field. However, the study was not able to make recommendations regarding staff, since there was the necessity of gaining their assistance. Therefore, such recommendations were not part of the research pattern. A number of recommendations were inferred of course, largely based on the students' complaints, rather than upon the questionnaire. However, the study has only been submitted about two weeks ago (beginning of March) so that it is too soon to assess its effects, if any.

COMMENT: Even though such a study may restate some obvious and accepted facts, it has "case-validity" and brings a feeling of reality to a theoretical concept.

QUESTION: the problem is that those whose problems are least (adjustment ability, alienation, etc.) are most easily admitted into the retraining programs. The real problem people are still on the outside, unreached.

From an adult education point of view we have simply compounded the difficulty - they have been rejected by or have rejected, one more institution, perhaps the last possible one. Is there any possibility of the institution changing its approach to hold on to these students?

ANSWER: There were some recommendations in the study, based again largely on the students' complaints. Some of the problems were:

- teachers kept them in a child-status level and could not accept them as adults: they demanded punctuality, perfect classroom behaviour, excuses for absences. And there was very little built-in channelling for complaints.
- there was no provision for students to develop a students' council or any kind of informal structure that would help morale: the lunch break was very brief, all went home directly after class, there was no structure which would allow meeting and socializing in their own way, providing a means of release of tensions, sharing of problems, etc.

QUESTION: What other areas of research are you contemplating?

ANSWER: Discussions are now going on about follow-up studies in these areas

- student - staff relations.
- student morale
- how to teach persons with low-frustration thresholds.

EXCERPTS FROM A STUDY OF ADULT SCHOOL DROPOUTS IN ONE SCHOOL by DR. W. E. MANN, DEPARTMENT OF SOCIOLOGY, ATKINSON COLLEGE, YORK UNIVERSITY.

1. The Federal Provincial Training Program 5 was instituted in 1962 to enable unemployed and other persons to obtain marketable vocational skills. Until the end of April 1965, the Adult School 'A' registered 7,141 people, of which 2,211 or 31% graduated. From June, 1964 to April 30, 1965, the more recently established Adult School 'B' graduated 251 persons, or 32% of its enrolment.

   Overshadowing these graduate statistics are the numbers of withdrawals. From its inception to April 30, 1965, 4,177 people had withdrawn from courses at the Adult School 'A'. This represents 59% of the total number of enrolements. Another 237 or 3% completed their courses but failed to pass their final examinations. For 516 of those enrolled (7%), there are no records available. Presumably, most - if not all of these - also withdrew before graduating. The true drop-out rate is therefore something between 63 and 65%. Up until April 1965, Adult School 'B's history was roughly similar. Five hundred and two students, or 65% dropped out before completing their courses, while 20 persons or roughly 3% were unsuccessful with their final examinations.

2. A month-by-month analysis of drop-outs from Adult School 'A' is instructive. Of the 494 people who dropped out in the first three months of 1965, 137 (28%) withdrew within the first month of their studies, 105 (21%) during the second month and 254 (51%) after two months of training. Breaking these figures down by sex, it would appear that the women were more persevering. Twenty-four per cent of the females and 33% of the males who dropped out did so within the first month of their studies. In the second month of study, 22% of the females and 20% of the males dropped

out. No overall 1965 statistics are available for drop-outs beyond the second month. The first month is clearly the most difficult period to navigate, particularly for the man. It is also noteworthy that roughly one half of those destined to withdraw do so within the first two months of schooling.

3. It is very significant that each of the courses with high drop-out rates, i.e. commercial (Clerical), Secretarial and Technical, are the longest courses in Program 5, involving 21, 9 and 24 months respectively, if every level is completed.

4. This study was focused on investigating some of the socio-economic correlates of drop-out patterns noted above.

5. Certain of the hypotheses treated were:

   i. Delays at first of the course in securing the first instalment of government grants ($3-$8 a day) and difficulties thereafter in receiving the monetary allowance on time.

   ii. Income expectations, according to which the per diem government grant is considered and found to be inadequate.

   iii. An Educational background characterized by early withdrawal from regular school, repeating school failures and generally discouraging scholastic performance.

   iv. Lack of intellectual ability to cope with the source of instruction.

   v. Isolation from a supportive family situation, e.g. boarding out.

   vi. Internalization of norms and values accenting impulse gratification as opposed to postponement of gratification.

   vii. Unsatisfactory relationships between trainee and the teacher and/or principal.

6. (Dr. Mann referred to several useful American studies of drop-outs and gave certain guidelines for research.) The initial exploratory phase of this project shows that most of the trainees possessed rather modest hopes and aspirations and a low threshold of discouragement. A preliminary conclusion is that in spite of the modest level of their goals, commitment to them is often tenuous, and frequently associated with a lack of awareness of both the sacrifices and and frustrations involved in their attainment. Trainees' low frustration tolerance is due, in part, to their tendency to come from women-centred family backgrounds. The relative absence of adequate father role models, it is hypothesized, prevents the boy from obtaining a clear idea of what it takes to get, and hold, a job successfully. Trainees are described as exemplifying a range "from good, realistic attitudes towards the self and the world to genuine untreated psychopathology". Extreme cases of quick temper, frequent fighting and dismissal from classes for disciplinary reasons also occurred.

   In terms of trainee complaints, the most frequently re-occurring stressed the delay in receiving training allowances, poor teaching methods and inappropriate disciplinary measures. Moreover, facing a heavy burden of guilt, many potential drop-outs are apparently often deterred from discussing their problems with the school authorities in time for a solution.

7. One study (of High School Drop-outs) summarized the reasons for dropping out as follows: academic failure and retardation (34.9%), home circumstances (28.1%), feelings of rejection (9.6%) and conflicts with teachers (7.2%)

Variables most often correlated in other American studies of high school drop-outs are low intelligence, reading failure, conflict with social life and extracurricular activities, financial needs (this is especially true of drop-outs from minority groups and broken families) dissatisfaction with the school, education of parents, size of school, and recent transfers.

8. Hall and McFarlane, in their Canadian study "Transition from Work to School", focus attention on intelligence, social class, sex and age. They note that three of the American studies found that intelligence is not very important while five concluded that low scholastic aptitude is characteristic of the potential drop-out. Hall and McFarlane classfied the students in their study into four categories (A to D) according to intelligence tests and analyzed their scholastic attainments up to Grade 13 and their drop-out patterning. They concluded "that the intelligence test in this case was by no means an infallible indicator of probable school achievement". Especially for the students in the C or medium category, the I.Q. test scores were quite ineffective in indicating probable academic success.

Most U.S.A. studies of the high school drop-out problem stress the family background. Hollingshead, for instance, found that eight of nine drop-outs came from the lowest social class, class being determined by family style of life, income, possessions, education of father and mother, family standing in the community and participation in community activities. Hall and McFarlane, using father's occupation as an indicator of social class, discovered that of children of fathers with non-manual occupations (35%) reached senior matriculation level, while the corresponding figure for children with fathers in manual occupations was 15%.

(Findings of Dr. Mann's Study, Adult Schools 'A' and 'B')

Age group analysis of Adult School 'A' indicates that the category most prone to dropping-out were first, those "under 21", and then those from 31 to 40. Of the twenty people under 21 in the interview sample, seventeen or 85% of them also withdrew. Meantime, 63% of the 16 people in the 21 to 30 sample withdrew. Trainees over the age of 40 displayed the strongest staying power of all, with one in two managing to complete their courses.

For the most part, no strong relationship between marital status and dropping-out emerged in our study. Sixty-eight per cent of the single people interviewed dropped out against 73% of the marrieds. Out of the eight separated from their spouses, 75% withdrew before graduation.

9. The hypothesis that withdrawing from the retraining program is related to previous educational achievement was tested in two ways. First, the final grade achieved in the regular school system was correlated with the drop-out graduate variable. Second, graduates and drop-outs were classified in terms of attainments in special courses undertaken subsequent to leaving the regular school system. The results of the above investigations are summarized in the following tables.

Table #1

RETRAINING STATUS BY LEVEL OF FORMAL EDUCATION ACHIEVED

% WHO LEFT SCHOOL IN:

	Grade 1-6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11-13	Total
Drop-outs	8%	5%	35%	33%	12%	7%	100%
Graduates	0%	19%	6.5%	12%	6.5%	56%	100%

It is very clear from the above that except for the grade seven level, the drop-outs were more heavily represented in the lower educational levels up to and including grade 10, while many more of the graduates had attained grades 11 to 13. We see too that while the drop-outs were predominantly from grade nine or lower (81%), successful trainees were heavily drawn from those having attained grade 10 or better. i.e. 62.5%.

Table #2

10. RETRAINING STATUS BY ASSESSMENT OF SCHOOL WORK
% WHO SAID SCHOOL WORK WAS:

	(1) Just Right	(2) A Bit Too Heavy	(3) Considerably Too Heavy.	(4) Hadn't Been There Long Enough to Tell
Drop-outs	35%	43%	14%	7%
Graduates	81%	12%	6%	-

Trainees were asked for a subjective evaluation of their academic progress, as above.

11. Certain aspects of the problem emerged in our study. First, it seems that communication between some trainees and teachers, especially where the former seeks help and guidance, leaves much to be desired.

12. The extent and depth of the conflict between the values of the school staff and those held by the student body, whether the latter's are the product of youth, delinquent, working class or ethnic sub-cultures is unknown. Also, the effect that such disparities have on the maintenance of adequate communication patterns and effective handling of

problem students was beyond the scope of this study. There is evidence, however, that a number of academic and other difficulties are not being brought to the attention of the authorities, and it would seem from the sizeable percentage of drop-outs who reported having difficulties with their work, that this subject warrants further research.

13. The number of years that the trainee was out of regular school was also examined. It was hypothesized that the longer a person had been out of school, the more difficult it would be to reassume the role of a student and the greater the likelihood of dropping out. However, as demonstrated, the findings did not support the hypothesis. Rather it appears that length of time out makes no significant difference except that the older trainees - out of school more than eight years - have a slightly better chance of completing the vocational course, possibly because this age group sees more fully the necessity of skills in our competitive industrial world.

14. ... As expected, most of the trainees revealed a relatively unskilled occupational background of either a factory or office type. Indeed, between the graduates and drop-outs, there was very little difference in the actual character of their provious employment.

But, focusing attention on the number rather than the nature of their previous jobs did turn up certain distinguishing patterns. Forty of the total sample had held four or more jobs prior to enrolling. Of these "multi-job holders", thirty-four or 85% had dropped out. Nine of the drop-outs had actually held ten jobs or more! Of those eighteen trainees who had held three or fewer jobs before enrolling, 56% went on to graduate. The most significant statistic, however, relates to the job instability of the drop-out group: 81% had held four or more jobs including 21% who had gone through over ten. In sum, over half of the graduate group, as against 19% of the drop-outs, possessed a rather stable history of employment.

The job instability pattern of the drop-outs when associated with their high rate of residential mobility - which posed real difficulties in "finding" them - suggests that this group may include many personalities either unusually unstable and/or lacking in firm adherence to middle class goals. Sociologically, what is being expressed by such patterns of behaviour is a rather typical lower socio-economic class orientation towards immediate rather than long term goal gratifications.

15. While the direct questioning of trainees as to their reasons for leaving Adult School 'A' runs the risk of obtaining superficial and slanted answers, it does yield some suggestive data. Thus, the most frequently mentioned reason for dropping out was financial need.

16. Home problems, particularly illness or family discord were specified...

... students criticized the teachers, the teaching methods or the prescribed courses of study.

17. The heavy concentration of adjustment stresses in the first two weeks underscores an earlier observation that the greatest proportion of

school leavers drop out during the first month.

18. An analysis of dropping out by nationality yielded some interesting findings. Drop-outs were more heavily concentrated among trainees of Anglo-Saxon heritage. Whereas 80% of them were Anglo-Saxon, only 57% of the graduates had this ethnic heritage. Conversely, of the 43 trainees born of Anglo-Saxon parents, thirty-four, or 79% dropped out. Compared to this figure, 46% of the foreign-born trainees withdrew. Four of the seven foreign-born graduates had received late high school standing in their own countries but found this education depreciated in Canada. All four displayed a very positive attitude toward the retraining system and were very grateful for the opportunity to learn skills marketable in Canada.

19. The leading targets for criticism by graduates and drop-outs alike were the teachers and teaching methods. Roughly one-quarter of the complaints from trainees at Adult School 'A' and also from Adult School 'B' were directed at teachers.

RECOMMENDATIONS

IT WAS RECOMMENDED:

1. NEWS AND INFORMATION

- THAT there be more exchange across the country of information about new projects, materials, etc. in the field of adult basic and fundamental education. It was recommended that CAAE develop such a service in Canada.

- THAT an effort be made to provide easy access to information concerning availability and relative effectiveness of materials.

- THAT a comprehensive handbook of resources be compiled.

- THAT news of the Elliot Lake project be widely circulated in Canada.

2. RESEARCH

- THAT CAAE co-ordinate reporting of studies which have been, or are being, done to all adult educators.

- THAT CAAE pursue discussing with the Dominion Bureau of Statistics about the kinds of information re: Adult General and Basic Education which might be obtained through questions on the next census.

- THAT CAAE work with Federal and Provincial authorities to clarify, and seek amendments to, the joint training agreements (and more specifically, 'Schedule 10') which would permit more effective use of funds available for research in adult education.

- THAT CAAE establish a Research Committee (or other agency) to provide leadership and co-ordination of effort for areas of research in Adult Education across Canada.

3. - THAT there be concerted effort to encourage government agencies to undertake, or financially assist, more imaginative programs in adult basic education.

4. - THAT a study be made on how to involve volunteers and voluntary agencies effectively in adult basic education programs.

- Many of the volunteers might come from youth organizations interested in social action (e.g. the Company of Young Canadians); it was recommended THAT more publicity be done at the campus level, through sign-boards and student publications.

5. - THAT CAAE, through its divisions and affiliates organize provincial seminars on adult basic education.

6. - THAT there should be some agency responsible for co-ordination and continuity of activity at both local and national levels. It was therefore recommended THAT a group such as the Social Planning Council be the local agency; CAAE, the national.

7. - THAT there should be a comprehensive study to identify the real Canadian problems in adult basic education.

8. - THAT there should be great emphasis placed on the development of diverse approaches; and THAT programming bodies should be aware of the possibilities of using a variety of approaches within a single program.

REGISTRANTS

Mrs. Edith Adamson,
Chief, Adult Education Division,
Dominion Bureau of Statistics
OTTAWA, Ontario

Mr. M. Andrassy,
Executive Director,
Border Cities YM-YWCA,
WINDSOR, Ontario

Miss Isabel Andrews,
Chairman, English Department,
Adult Training Centre,
540 Jones Avenue,
TORONTO 6, Ontario

Mr. John Bayly,
16 Collins Avenue,
TORONTO 7, Ontario

Mr. Alistair H. Black,
Assistant Co-ordinator,
Program 5,
Canadian Vocational Training,
662 Lyon Street,
OTTAWA, Ontario

Miss Lola Bratty,
Assistant Librarian,
Canadian Association for Adult Education,
113 St. George Street,
TORONTO 5, Ontario

Mr. Robert L. Calhoun,
Apprenticeship & Training Officer,
Department of Labour,
125 Montgomery Street,
FREDERICTON, New Brunswick

Mrs. Margaret Campbell,
Comptroller,
City Hall,
100 Queen Street West,
TORONTO 1, Ontario

Miss Barbara Chisholm,
Victoria Day Nursery,
539 Jarvis Street,
TORONTO 5, Ontario

Mr. Milton Christmas,
Adult Training Centre,
507 College Street,
TORONTO 4, Ontario

Mrs. Doris Comba
Box 370,
ALMONTE, Ontario

Mrs. Jayne Coons,
Elliot Lake Centre for Continuing Education
Box 97,
ELLIOT LAKE, Ontario

Mr. John Cornish,
Canadian Association for Adult Education,
113 St. George Street,
TORONTO 5, Ontario

Mr. Wm. L. Day, Director,
Adult Education Division,
School District 36, (Surrey),
Box 820,
CLOVERDALE, British Columbia

Mr. Allen Deschamps,
Calgary School Board,
McDougall School,
412 Seventh Street, S.W.,
CALGARY, Alberta

Mr. D. Duprey,
National Film Board,
1 Lombard Street,
TORONTO 5, Ontario

Miss Beatrice Evans,
Chief Librarian,
Provincial Library Service,
Department of Education,
4 New Street
TORONTO 5, Ontario

Mr. A.W. Fair,
Adult Training Co-ordinator,
Board of Education,
155 College Street,
TORONTO 2, Ontario

Mrs. Hope Fairley,
Adult Training Centre,
323 Keele Street,
TORONTO 9, Ontario

Miss Edith Ferguson,
Project Director,
International Institute of
Metro. Toronto,
709 College Street,
TORONTO 4, Ontario

Dr. Ross Ford, Director,
Technical & Vocational Training
Branch,
Department of Citizenship
& Immigration,
OTTAWA, Ontario

Mr. Ian Forsyth,
Director of Adult Education,
20 Cleveland Crescent,
DARTMOUTH, Nova Scotia

Mr. Les Fowlie,
Association of Universities
& Colleges in Canada,
127 Slater Street,
OTTAWA 4, Ontario

Mr. P.F. Girard,
Special Planning Secretariat,
Room 174, East Block,
Parliament Buildings,
OTTAWA, Ontario

Mr. Stewart Goodings,
Secretary,
The Company of Young Canadians,
P.O. Box 1520,
OTTAWA, Ontario

Mr. Douglas Greene,
Supervisor of Instructors,
Frontier College,
31 Jackes Avenue,
TORONTO 7, Ontario

Mr. John Haar, Director,
Elliot Lake Centre for Continuing
Education,
Box 97,
ELLIOT LAKE, Ontario

Mr. E. Halse,
Placement Officer,
University of Toronto,
TORONTO 5, Ontario

Mrs. M. Hamilton,
Victoria Day Nursery,
539 Jarvis Street,
TORONTO 5, Ontario

Mr. F. Hammond,
Department of Education,
TORONTO, Ontario

Dr. R. Lee Henney, Director,
Education & Literacy Division,
Board for Fundamental Education,
146 East Washington Street,
INDIANAPOLIS, Indiana. U.S.A.

Mr. Robert Holmes
Frontier College,
31 Jackes Avenue,
TORONTO 7, Ontario

Mr. Leo Jampolsky, Chief,
Vocational Training & Special
Services,
Indian Affairs Branch,
Dept. of Citizenship & Immigration,
OTTAWA, Ontario

Mr. E.L. Kerridge,
Unemployment Training Officer,
Trade & Technical Branch,
Department of Education,
44 Eglinton Ave. West,
TORONTO 7, Ontario

Mr. W. Ketcheson,
Adult Training Counselling Centre,
33 Bloor Street East,
TORONTO 5, Ontario

Mr. Ross Kidd,
328 Island Park Drive,
HAMILTON, Ontario

Mr. R.S. Kirk, Principal,
Toronto Opportunity Classes,
Parkway Vocational School,
1 Danforth Avenue,
TORONTO 6, Ontario

Mr. Arthur Knowles,
Executive Director,
Metropolitan Educational
Television Association,
84 Queens Park Crescent,
TORONTO 5, Ontario

Mrs. Marianna Korman
Adult Training Counselling Centre,
33 Bloor Street East,
TORONTO 5, Ontario

Mr. Jacques Laliberte,
Centre de Documentation,
Institut Canadien d'Education
des Adultes,
560 St. Catherine St.
MONTREAL 24, Quebec

Mr. Robert Lapointe,
Recruitment & Evaluation Officer,
Company of Young Canadians,
P.O. Box 1520,
OTTAWA, Ontario

Mr. Grant Lowrey,
Detached Worker,
Central Y.M.C.A.,
40 College Street,
TORONTO 5, Ontario

Miss Carman Lusan,
Branch Director,
Y.W.C.A.,
21 McGill Street,
TORONTO 2, Ontario

Miss Teresa MacNeil,
Extension Worker,
St. Francis Xavier University,
SYDNEY, Nova Scotia

Mr. K. Mactavish,
Frontier College,
31 Jackes Avenue,
TORONTO 7, Ontario

Mr. K.L. Markon,
Room 1007,
357 Bay Street,
TORONTO 2, Ontario

Dr. W.E. Mann,
Department of Sociology,
Atkinson College,
York University,
TORONTO 12, Ontario

Mrs. H.D. McCleave, Sec-Treas.,
Frontier College,
31 Jackes Avenue,
TORONTO 7, Ontario

Mr. C.M. McIntosh, Director,
Quetico Centre,
Box 1000,
ATIKOKAN, Ontario

Miss Frances I. MacKay, Chief,
Adult Education Section,
Northern Administration Branch,
Dept. of Northern Affairs &
National Resources,
400 Laurier Ave. West,
OTTAWA, Ontario

Mr. E. McEwen, Director,
Indian-Eskimo Association,
277 Victoria Street,
TORONTO 2, Ontario

Mr. W. Moore,
Adult Continuation Classes,
ST. JOHN'S, Newfoundland

Miss E. Anne Morgan,
Frontier College,
31 Jackes Avenue,
TORONTO 7, Ontario

Mrs. Betty Naylor,
Adult Training Centre,
323 Keele Street,
TORONTO 9, Ontario

Dr. F. Nizami,
Research Officer,
Youth Branch,
Department of Education,
559 Jarvis Street,
TORONTO 5, Ontario

Dr. Florence O'Neill, Head,
Adult Education Section,
Education Division,
Indian Affairs Branch,
Dept. of Citizenship &
Immigration,
OTTAWA, Ontario

Miss Doris E. Popert,
145 Silver Birch Avenue,
TORONTO 13, Ontario

Miss Judith Ransom
Canadian Universities Service
Overseas,
Suite 502,
75 Albert Street,
OTTAWA 4, Ontario

Mr. E.W. Robinson, Principal,
Frontier College,
31 Jackes Avenue,
TORONTO 7, Ontario

Mr. Leo Satoor,
Adult Training Centre,
Department of Education,
507 College Street,
TORONTO, Ontario

Mr. C.R. Scharf,
Regional Superintendent,
Vocational Training & Special
Services, Education Division,
Indian Affairs Branch,
Dept. of Citizenship &
Immigration,
FORT WILLIAM, Ontario

Mr. Donald Snowden,
University Placement Officer,
Memorial University,
ST. JOHN'S, Newfoundland

Dr. Donald F. Theall, Director,
English & Communications Studies,
Atkinson College,
York University,
TORONTO 12, Ontario

Dr. Alan M. Thomas,
Director,
Canadian Association for Adult
Education,
113 St. George Street,
TORONTO 5, Ontario

Mrs. Noreer Toole,
Instructor (I.T.A. Experiment)
Program 5 Vocational Training,
662 Lyon Street,
OTTAWA, Ontario

Mr. Oliver Toope,
Co-ordinator of Academic Programs
College of Trades & Technology,
ST. JOHN'S, Newfoundland

Dr. C. Verner,
Professor of Adult Education,
University of British Columbia,
VANCOUVER 8, British Columbia

Miss Naida Waite,
Vocational Training Branch,
Department of Labour,
OTTAWA, Ontario

Dr. B.E. Wales,
Director of Adult Education,
Board of School Trustees,
1595 West Tenth Avenue,
VANCOUVER, British Columbia

Mr. Fred Wise, Manager,
Department of Industrial Relations,
Sangamo Company Limited,
215 Laird Drive,
LEASIDE, Ontario

Mr. Gerald Wright,
Supervisor, C.V.T.,
125 Hunter Street East,
HAMILTON, Ontario.

Mr. James W. Boake,
75 Madison Avenue,
TORONTO 5, Ontario

Mr. R. Knechtel,
Fairmount Park School,
90 Bowmore Road,
TORONTO 8, Ontario

Mr. Jindra Kulich,
Supervisor of Conferences &
Short Courses,
Department of Extension,
University of British Columbia
VANCOUVER, British Columbia

Mrs. Orchid Thurston,
P.O. Box 310,
ALMONTE, Ontario

Mr. L.S. Villett,
District Supervisor,
Division of Vocational Education,
Department of Education,
727 Administration Building,
EDMONTON, Alberta

Mr. Larry Wagg,
Education Representative,
Canadian Labour Congress,
120 Eglinton Avenue East,
TORONTO 11, Ontario